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ABSTRACT

This data-rich report provides a detailed analysis of the performance of K-12 limited-English-proficient (LEP) students in bilingual and English-as-a-Second-Language (ESL) programs in public schools in Austin, Texas. Results are generally mixed. The report begins with an executive summary of major findings. Following are six sections covering various aspects of the process of evaluation: "Bilingual/ESL Programs: Evaluation 1998-99" covers the evaluation mandate, plan, overview, and program overview and transfers; "Description of LEP Population in AISD (Austin Independent School District)" details the ethnicity, languages spoken, language dominance, demographics, and growth in the AISD student population; "Findings--Academic Progress" provides test scores for various standardized tests including the Iowa Test of Basic Skills, Texas Test of Academic Skills (English and Spanish), English proficiency, and the number of exits; "Alternative Language Program Bilingual/ESL Professional Staff Development" details the staff training activities including the scope, distribution, and results; "Longitudinal Studies" provides a variety of longitudinal measurements of student performance; and the "Emergency Immigrant Education Program" is described. Thirty-five tables and 14 figures are included. (KFT)

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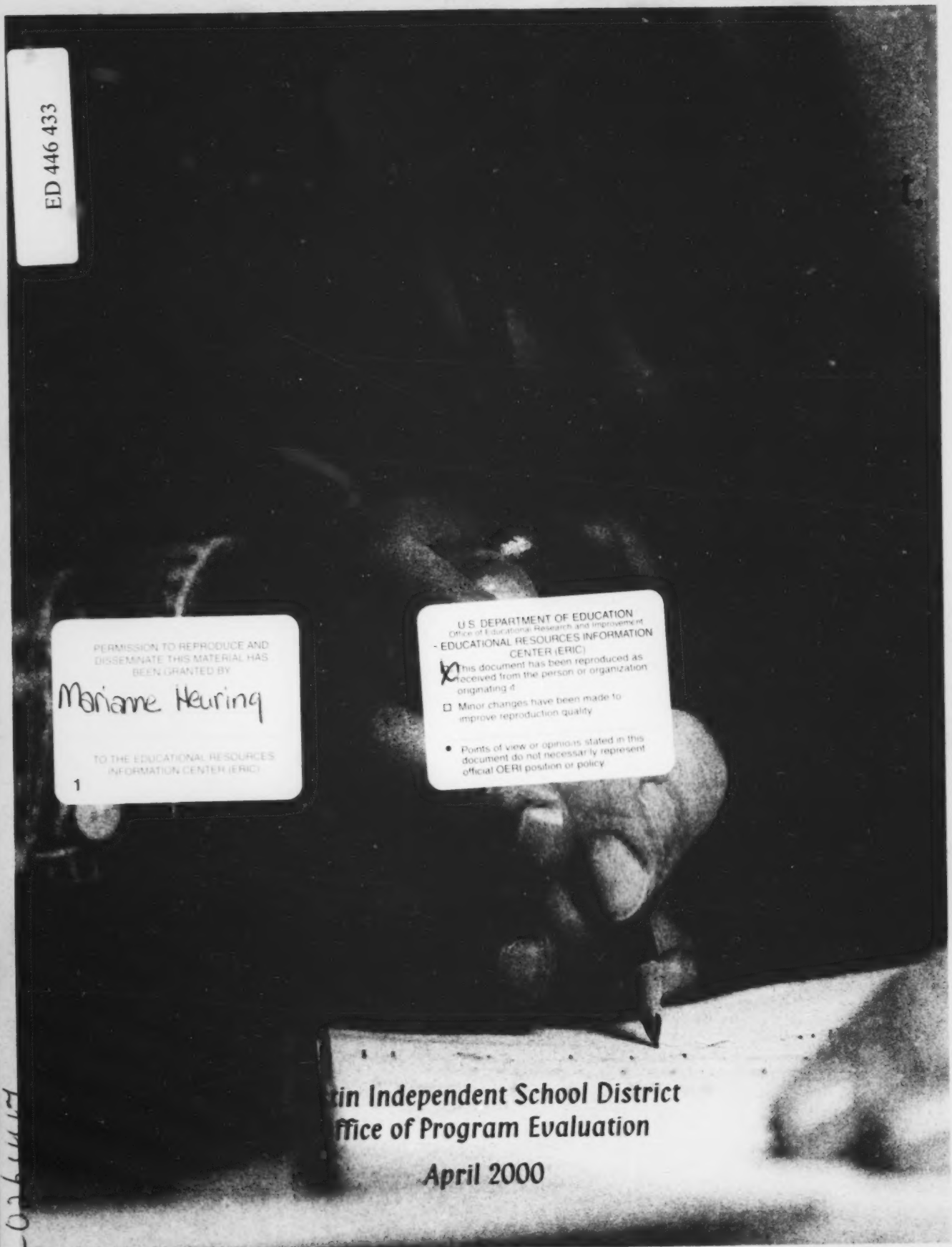

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Bilingual/ESL Programs
Evaluation Report, 1998-99
Austin Independent School District

Executive Summary

In compliance with Texas Education Code §29.062 and §42.153 and Chapter 89.1265 of the Texas Administrative Code, Austin Independent School District (AISD) provides two programs to serve students identified as limited English proficient (LEP): Bilingual Education (BE), which provides dual-language (English and native language) instruction in the major content areas, and English as a Second Language (ESL), which provides intensive English instruction. ESL is both a component of BE and a stand-alone program. The campus Language Proficiency Assessment Committee (LPAC) makes instructional decisions, which determine the program that best addresses the student's language needs. The program in which a student participates depends on the student's home language, grade level, language dominance, and program availability. Services for some language minority students are also provided through the district's special education program. Parental permission is required for participation in either program.

In 1998-99, AISD enrolled 11,811 LEP students: 93% were Spanish speakers, 3% spoke Vietnamese, <1% spoke Chinese, Korean, or Cambodian, and the remaining 3% represented other language groups. Most (91%) AISD were served through the BE or ESL programs. The parents of 1,091 students (9%) refused Bilingual/ESL Program Services.

Major Findings

1. Former LEP students who have exited the Bilingual/ESL Programs at AISD have been observed on a yearly basis since 1994-95 to determine how they perform academically. *The achievement of the three groups of former LEP students generally surpassed AISD percentages passing the TAAS. With only two exceptions on All Tests Taken, the percentages passing were between 81% and 100%.* The three groups of former LEP students who have been exited from the program have been tracked: *Group 3* is the most recent of the groups, followed by *Group 2*; and the oldest is *Group 1*. The performance indicators compared were attendance, potential retention and discipline rates, and grade point averages (GPAs).

   Results for former LEP students in *Group 3*:

   - Former LEP students in *Group 3* in elementary and middle/junior high school were recommended for retention in spring 1999-00 at a lower percentage rate than students districtwide. The potential retention rate for former LEP students in high school was higher than district students overall.
   - The GPAs of former LEP students were higher than, the overall GPAs for all middle/junior high and high school students.
   - The attendance rates of former LEP students at the elementary, middle/junior high school, and high school were higher than the respective overall district attendance rates.
   - Former LEP students in middle/junior high school and high school had lower discipline rates than students districtwide. For former LEP students in elementary school, the

discipline rate was lower in fall 1998 and higher in spring 1999 than for students in the district.

Results for former LEP students in *Group 2*:

- Former exited LEP students in *Group 2* in middle/junior high school were recommended for potential retention at a higher percentage rate than students districtwide. A lower percentage rate of former exited LEP students in high school were recommended in spring 1999 for potential retention the following year than students districtwide.
- The GPAs for middle/junior high school former LEP students in *Group 2* were higher for both semesters than students districtwide; exited LEP high school students GPAs were lower than students in the district overall.
- The attendance rates for exited LEP students in *Group 2* at middle/junior high and high school were higher than the respective overall attendance rates at those grade levels for both semesters.
- The percentages of former exited LEP students in *Group 2* involved in discipline incidents middle/junior high and high school were lower for both semesters.

Results for former LEP students in *Group 1*:

- Former exited LEP students in *Group 1* in middle/junior high and high school were recommended for potential retention the following year at higher percentage rates than students districtwide.
- The overall GPAs for former exited LEP students in middle/junior high school were higher for both semesters than students districtwide. Former LEP students in high school had the same overall GPA as district students in fall 1998 and a lower GPA in spring 1999.
- The attendance rate for former LEP students in *Group 1* in middle/junior high school was higher in fall 1998 than students districtwide, and the same as other district students in spring 1999. The attendance rates for former LEP students in high school were higher for both semesters than overall district students.
- *Group 1* former LEP students had lower discipline rates than other students in the district for both semesters in middle/junior high and high school.

2. The achievement of LEP students as measured by standardized tests, including a Spanish language instrument, was generally below state and national norms.
   - Spanish-speaking LEP students tested at grades 3, 5, and 8 scored below the national average on all the subtests taken on the Iowa Tests of Basic Skills (ITBS).
   - LEP students speaking languages other than Spanish scored at or above the national average in grades 3 and 5 in mathematics on the ITBS.
   - With the exception of grade 7, at all other grade levels and on All Tests Taken, AISD LEP students scored lower than LEP students statewide on the Texas Assessment of Academic Skills (TAAS) in English. AISD non-LEP students likewise scored below non-LEP students statewide at all grade levels on All Tests Taken.
   - In 1998-99, increases in percentages passing English TAAS on All Tests Taken, Reading and Mathematics by LEP students occurred in 18 of 21 comparisons. The greatest increases in percentages passing occurred in grades 3 and 7 on All Tests Taken, grade 7 in Reading, and grade 6 in Mathematics.
   - With few exceptions, the percentages of LEP students passing the TAAS at all grade levels have increased from 1996-97 to 1998-99.
   - On the Texas Assessment of Academic Skills in Spanish, AISD LEP students scored lower than LEP students statewide in both reading and mathematics.

- On the La Prueba de Realización, LEP students in grade 5 scored above the national average in reading, and students in grade 7 scored above the national average in reading, mathematics, and composite scores; however, LEP students generally scored below the Spanish-speaking comparison group in reading, mathematics, and composite scores.

3. The collaboration of the bilingual education director and coordinators resulted in a total of 47 professional staff development workshops.
   - The training sessions were attended by 1,274 participants. Among them were assistant principals, helping teachers, curriculum specialists, coordinators, and data entry clerks.
   - The majority of the responses on the workshop evaluation forms were in the "strongly agree" and "agree" categories, indicating positive responses to the workshops.
4. A comparison of the performance indicators for LEP students served and LEP students whose parents refused program services ("refusals") indicated that:
   - The potential retention rate was the same for elementary LEP served and LEP refusals, was lower for LEP served than refusals in middle/junior high school, and the rate was higher for LEP served than for LEP refusals in high school.
   - LEP students served maintained a higher grade point average in middle/junior high and high school.
   - LEP served had lower attendance rates in elementary grades and higher attendance rates in middle/junior high and high school than LEP refusals for both semesters.
   - LEP students served had lower discipline rates for both semesters than LEP refusals in elementary and middle/junior high school. LEP served students in high school were lower in fall 1998 and higher in spring 1999 than students whose parents refused program services.
5. With the exception of 1997-98, the number and percent of language minority students (served plus refusals) has increased during the past ten years. In 1998-99, limited English proficient students comprised 15.4% of the district's students.

Recommendations

1. The population of LEP students declined slightly in 1997-98 and increased during the 1998-99 school year. The changes in the demographics of the district may have implications for professional staffing at specific campuses.
2. The generally low performance of LEP students on standardized achievement tests, including a Spanish language instrument, reinforces the continuing need to allocate resources to improve the academic achievement of LEP students.
3. The number and percentage passing TAAS of LEP students continues to increase at most grade levels. Concerted efforts to impact instruction at the middle/junior high and high school levels could result in higher percentages of LEP students passing TAAS.
4. More bilingual and school staff participated in professional staff development in 1998-99 than in the previous school year. The duration of most of the workshops was between an hour and a-half to three hours. Consideration to the length of training time of workshops may better accommodate teacher's schedules, and result in an increase in staff participation.

Mandate

TEC Chapter 89.12651

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BILINGUAL/ESL PROGRAMS: EVALUATION 1998-99

Evaluation Mandate

The evaluation of the district's bilingual/English as a Second Language (ESL) programs is the responsibility of the Office of Program Evaluation (OPE), with the cooperation and assistance from the Austin Independent School District's (AISD) Department of Bilingual Education. The evaluation of Bilingual/ESL Programs has been mandated by state law since 1976. The Office of Program Evaluation, in collaboration with the bilingual director and coordinators, formulated an evaluation plan addressing critical information needs and elements specified by the law. In reference to program evaluation, Chapter 89.1265 of the Texas Administrative Code states the following:

a) All districts [are] required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.

b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level to be made available to monitoring teams according to 89.1260 of this title (related to Monitoring of Programs and Enforcing Law and Commissioner's Rules). (See Appendix A for a reproduction of the law mandating program evaluation.)

Evaluation Plan for 1998-99

During the 1998-99 school year, the evaluation plan for the bilingual/English as a Second Language (ESL) programs was reviewed and revised through an interactive process involving the bilingual education director, instructional coordinators, and the evaluation staff. The evaluation plan specifies the evaluation questions to be answered and the information sources that will supply the responses to the evaluation questions. The evaluation plan addresses areas of focus mandated by state law as well as local issues. In addition to bilingual and ESL concerns, this report will include student characteristics, academic and progress indicators, and other information pertaining to immigrant students.

Evaluation Overview

Evaluation information was obtained from various sources. The most important is the LEPS Master File, on which is recorded a wide range of information about each LEP student, including performance on standardized achievement tests. Achievement in either language of instruction is tracked over time. Other demographic and outcome information (e.g., attendance, discipline, potential retention rates, and school leaver rates) are secured from a range of district data files. Program effectiveness is investigated by the comparison of these outcome indicators for LEP students being served and for LEP students whose parents refuse program services.

Data for the 1998-99 evaluation were obtained from the following sources:

- The Student Master File provided basic information about students' grade level, ethnicity and low-income status.
- The LEPS Master File provided information about students' LEP status, home language, language dominance, and program service dates.
- Programmatic information and professional staff development details were provided by the bilingual coordinators.
- Emergency Immigrant Program (EIP) expenditures were obtained from program budget records supplied by program staff.
- Prior-year information concerning LEP students was obtained from published OPE reports.

Unless otherwise noted, all numbers reported were obtained from computer datasets used for the state-required Public Education Information Management System (PEIMS) fall reporting, or the district-maintained LEPS Master File.

Program Overview

Texas state law requires that every student with a home Language Other Than English (LOTE) and who is identified as limited English proficient (LEP) be provided a full opportunity to participate in a Bilingual Education (BE) or English as a Second Language (ESL) program. The Texas Administrative Code states the following.

> *"The goal of bilingual education programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in the primary language and English.... The goal of the English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. Both programs shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient student to participate equitably in school."*

The law continues and states, *"....Such programs shall use instructional approaches designed to meet the special needs of limited English proficient students. The basic curriculum content of the programs shall be based on the essential skills and knowledge required by the state."* (Chapter 89, Subchapter BB, 89.1201) Those students (hereafter referred to as bilingual students) must be identified in a timely manner and must be provided one of two basic programs:

- Bilingual education (BE), a transitional program of dual-language instruction including instruction in the home language, and English as a Second Language is provided to students in any language classification for which there are 20 or more students enrolled in the same grade level in a district; or
- English as a Second Language (ESL), a program of specialized instruction in English is provided to students who do not receive bilingual education and to students whose parents refuse dual-language instruction.

In compliance with state law, AISD provides two programs to serve students identified as LEP: bilingual education, which provides dual language instruction in major content areas; and ESL, which provides intensive English instruction. ESL is both a component of bilingual education as well as a stand-alone program. Services for some language minority students are also provided through special education. The student's Language Proficiency Assessment Committee (LPAC), that makes instructional placement and testing decisions, determines which program can best address the student's language needs. The program in which a particular student participates depends on the student's home language, grade level, language dominance, and program availability. *Parental permission is required for all programs.*

Table 1 presents the number and percent of students served in each program, as well as the number and percent of parental refusals. For the 1998-99 school year, there were 11,811 LEP students; however, program service was not recorded in the LEPS Master File for 46 (<1%) students.

Table 1: Program Service to LEP Students, Pre-K-12, 1998-99

Program	Number of Students	Percent of Student
Bilingual	7,023	59%
ESL	2,324	20%
Special Education in Bilingual/ESL	703	6%
Parental Refusal in Bilingual; served in ESL	624	5%
Parental Refusal	1,091	9%
Data Not Available	46	<1%
Total	11,811	100%

Transfers

LEP students requiring additional services may need to transfer to other campuses where enhanced services (bilingual education at the elementary schools and ESL programs at middle/junior high and high schools) are offered. In 1998-99, there were 45 bilingual transfers (41 students spoke Vietnamese, and 4 students spoke Spanish). Students who spoke other languages did not ask to be transferred to other schools in the district. Student transfers occurred at all of the grade levels except grades 1, 8, 9, 10, and 11. Most (87%) of the transfers occurred at the elementary level. (See Table 2.) The number of students requesting transfers remained the same as during the 1997-98 school year.

Table 2: Bilingual Transfers, Pre-K-12, 1998-99

Grade	Spanish Students Transferred	Vietnamese Students Transferred	Total Students Transferred
Pre-K	0	17	17
1	0	0	0
2	0	2	2
3	2	4	6
4	1	3	4
5	0	10	10
All Elementary	3	36	39
6	0	4	4
7	0	1	1
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	1	0	1
All Secondary	1	5	6
Total	4	41	45

DESCRIPTION OF LEP POPULATION IN AISD

In the 1998-99 school year, 10,720 (91%) limited English proficient students were served by the district's Bilingual Education/ESL Programs – 8,413 elementary students (grades pre-K-6), 1,468 middle school students (grades 6-8), and 839 high school students (grades 9-12). The parents of an additional 1,091 (9%) LEP students refused program services (see Table 3). The total number of LEP students in AISD in 1998-99, including the number served and the parent refusals, was 11,811.

Table 3: LEP Students Served, and Parent Refusals, by Grade, 1998-99

Grade	Number Served	Parent Refusals	Total
Pre-K	1,282	11	1,293
K	1,381	41	1,422
1	1,422	34	1,456
2	1,258	69	1,327
3	1,202	66	1,268
4	927	68	995
5	856	73	929
6	85	16	101
Elementary, Pre-K-6 Total	8,413	378	8,791
6	585	114	699
7	522	213	735
8	361	99	460
Middle School 6-8 Total	1,468	426	1,894
9	401	153	554
10	218	67	285
11	155	41	196
12	65	26	91
High School 9-12 Total	839	287	1,126
Total Pre-K-12	10,720	1,091	11,811
(Percent)	(91%)	(9%)	(100%)

Ethnicity

Table 4 shows a breakdown of the 10,720 LEP students served, by ethnicity and grade span in AISD. The majority of students served in each grade span were Hispanic; the second-largest ethnicity represented at each grade span was Asian.

Table 4: Number and Percent of LEP Students Served by Ethnicity, and by Grade Span, 1998-99

Ethnicity	Pre-K-5	6-8	9-12	Pre-K-12 Total
Hispanic	7,715 (93%)	1,459 (94%)	761 (91%)	9,935 (93%)
Asian	459 (6%)	59 (4%)	57 (7%)	575 (5%)
White	121 (1%)	25 (2%)	15 (2%)	161 (2%)
African American	27 (<1%)	9 (<1%)	6 (<1%)	42 (<1%)
Native American	6 (<1%)	1 (<1%)	0 (0%)	7 (<1%)
Total	8,328 (100%)	1,553 (100%)	839 (100%)	10,720 (100%)

Languages Spoken

Most LEP students served were native Spanish speakers (93%). Speakers of Vietnamese comprised the next largest segment of the AISD LEP population (3%), followed by Mandarin or other Chinese language (<1%), Korean (<1%), Cambodian (<1%), and all other languages (3%) (see Table 5). In 1998-99, language minority students at AISD spoke 51 languages.

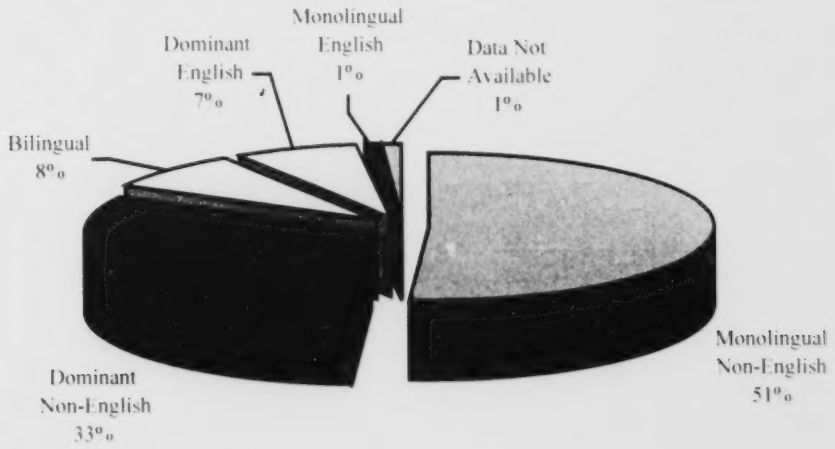
Table 5: Languages Spoken by LEP Students, Pre-K-12, 1998-99

Language	Number Served	Percent of Students
Spanish	9,963	93%
Vietnamese	270	3%
Chinese	103	<1%
Korean	91	<1%
Cambodian	6	<1%
All Others	287	3%
Total	10,720	100%

Language Dominance

Figure 1 displays the percent of LEP students served by language dominance. Slightly more than one-half of the AISD LEP population (51%) is non-English monolingual, and 33% of the students are dominant in a language other than English. A total of 84% of students receiving alternative language program services are either monolingual or dominant in a language other than English. A child who speaks mostly one language and a little of another language is considered dominant in the first language.

Figure 1: Students Served by Language Dominance, Pre-K-12, 1998-99



Demographics

Table 6 presents demographic information on AISD's LEP students for 1998-99. Most language minority students are from low-income families. As these students progress through school, an increasingly greater percent of them become overage for their grade. For the 1998-99 school year, 26% of the LEP middle school students were overage, and more than half (53%) of LEP high school students were overage.

Table 6: LEP Students Served, Demographic Indicators, 1998-99

Demographic Indicators	Elementary		Middle School		High School	
	Number	Percent	Number	Percent	Number	Percent
Low Income	7,464	92%	1,298	91%	635	79%
Overage for Grade	490	6%	365	26%	428	53%
Special Education	695	8%	147	10%	34	4%
Gifted and Talented	156	2%	23	2%	1	0%

Growth in AISD Population

With the exception of the 1997-98 school year, the growth of the LEP student population (served plus refusals) has increased each year for the past nine years (see A&E Publication No. 94.05). Table 7 includes the number of LEP students (served plus refusals) for the past five years.

Table 7: Growth of LEP Population (Served Plus Refusals), 1994-95 Through 1998-99

School Year	Number of Students	Increase/Decrease from Prior Year
1998-99	11,811	+1,273
1997-98	10,538	-982
1996-97	11,520	+1,230
1995-96	10,290	+1,151
1994-95	9,139	+1,050

With the exception of the 1997-98 school year, the percentage of LEP students as a proportion of the AISD population has also increased each year over this time period. In the 1994-95 school year, LEP students comprised 12.6% of the district's students, the percentage had risen to 15.4% by 1998-99. The LEP student population declined by 982 students and to 13.9% of the AISD student population in the 1997-98 school year.

Table 8: LEP Students (Served Plus Refusals) as a Percent of AISD Population, 1994-95 Through 1998-99

School Year	# of LEP Students	# of AISD Students	% of LEP Students
1998-99	11,811	76,676	15.4%
1997-98	10,538	75,828	13.9%
1996-97	11,520	75,330	15.2%
1995-96	10,290	74,274	13.9%
1994-95	9,139	72,711	12.6%

FINDINGS – ACADEMIC PROGRESS

Iowa Test of Basic Skills (ITBS)

The ITBS is a norm-referenced test (NRT) designed to measure student achievement in broadly defined skill areas that cover a wide range of achievement. Scores from NRT (e.g., percentile and grade equivalents or GEs) compare a student's performance with that of a national sample of students at the same grade. In 1998-99, students in grades 3, 5, and 8 took the ITBS. The 1998-99 school year was the fifth year the district administered the norm-referenced tests in the fall semester.

Table 9 presents the fall 1999 ITBS test results for ITBS for LEP students.

- Spanish-speaking LEP students at all grade levels, on all tests, scored below the national norms. The testing was in October, the second month of school; hence, the national mean grade equivalent (GE*) was X.2, where X is the grade level, e.g., 2.2 at grade 2.
- LEP students speaking other languages scored at or above the national average in grades 3 and 5 in mathematics.
- As the grade level increases, the difference between AISD mean grade equivalents and national mean grade equivalents increases for both Spanish and other languages. The exception is in mathematics for grade 8 for speakers of other languages.

Table 9: LEP Achievement, ITBS, 1998-99

Spanish Language						
	Reading		Language		Mathematics	
Grade	# Tested	Mean GE*	# Tested	Mean GE*	# Tested	Mean GE*
3	568	2.1	0	--	365	2.5
5	546	3.0	556	3.3	558	3.7
8	200	3.9	194	4.4	185	5.6
Other Language						
	Reading		Language		Mathematics	
Grade	# Tested	Mean GE*	# Tested	Mean GE*	# Tested	Mean GE*
3	66	2.9	0	--	68	3.4
5	39	3.6	40	4.6	40	5.2
8	17	4.9	17	6.2	16	8.1

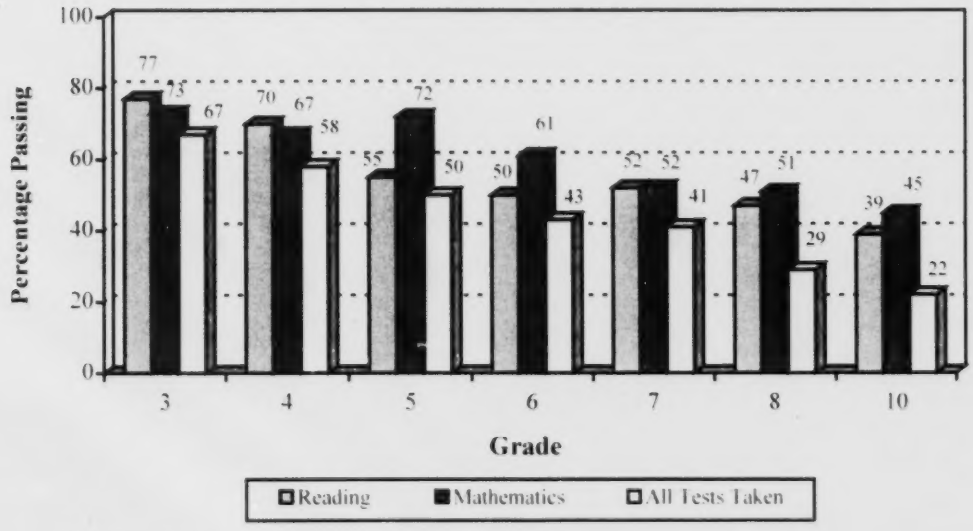
*GE = grade equivalent

Texas Assessment of Academic Skills (TAAS)

The Texas Assessment of Academic Skills (TAAS) is a state-mandated criterion-referenced test (CRT) which has been administered since the 1990-91 school year. The TAAS replaced the earlier Texas Educational Assessment of Minimum Skills (TEAMS) which was administered from 1985-86 through 1989-90. Mastery of the Exit-level TEAMS became a requirement for graduation for all students receiving a high school diploma from Texas public schools in 1985-86. Since 1993-94, all students in grades 3-8 have been tested in reading and mathematics, and students in grades 4 and 8 have also been tested in writing. In 1993-94, science and social studies were administered in grades 4 and 8, but since that school year science and social studies continue to be administered only to students in grade 8. Passing the exit-level TAAS tests in reading, mathematics, and writing (beginning in grade 10) continues to be a requirement for graduation.

Figure 2 presents results from the 1998-99 TAAS administrations to LEP students in grades 3-8 and 10. Percent passing ("percent meeting minimum expectations") is shown for each grade for reading, mathematics, and all tests taken. As shown in the figure, the highest percentages of LEP students passing the TAAS occurred in reading in grade 3 (77%), followed closely by mathematics in grades 3 (73%) and 5 (72%), and in reading (70%) in grade 4. The lowest percentage passing occurred at grade 10 (22%) on all tests taken, followed closely by grade 8 (29%). Grade 3 had the highest percentage (67%) of LEP students passing all tests taken and grade 10 had the lowest percentage (22%).

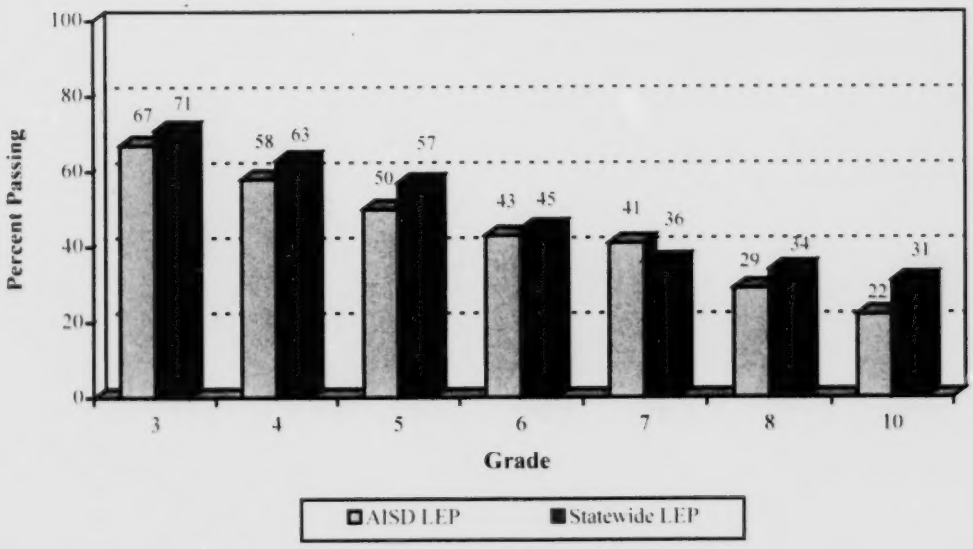
Figure 2: 1998-99 LEP Students, Percentage Passing English TAAS



* Source: TEA TAAS Summary Reports, July 1999.

Figure 3 compares the percentage of AISD LEP students passing all TAAS tests taken at each grade level to the corresponding percent of LEP students throughout the state for spring 1999. At all grade levels, AISD LEP students scored lower than LEP students statewide. The largest differences are in grades 5 and 10, where only 50% and 22% respectively of AISD LEP students passed all tests taken, compared to 57% and 31% respectively statewide. By comparison, AISD non-LEP students likewise scored below non-LEP students statewide at all grade levels. Among non-LEP students, the largest differences were at grades 8, 7, and 6: 66%, 69%, and 71% of non-LEP AISD students passed all tests taken compared to 79%, 80%, and 82% of non-LEP students statewide (see Figure 4).

Figure 3: Percentage Passing All Tests Taken on English TAAS, AISD LEP Students vs. Statewide LEP Students, 1998-99



* Source: TEA TAAS Summary Reports, July 1999.

Figure 4: Percentage Passing All Tests Taken on English TAAS, AISD Non-LEP Students vs. Statewide Non-LEP Students, 1998-99

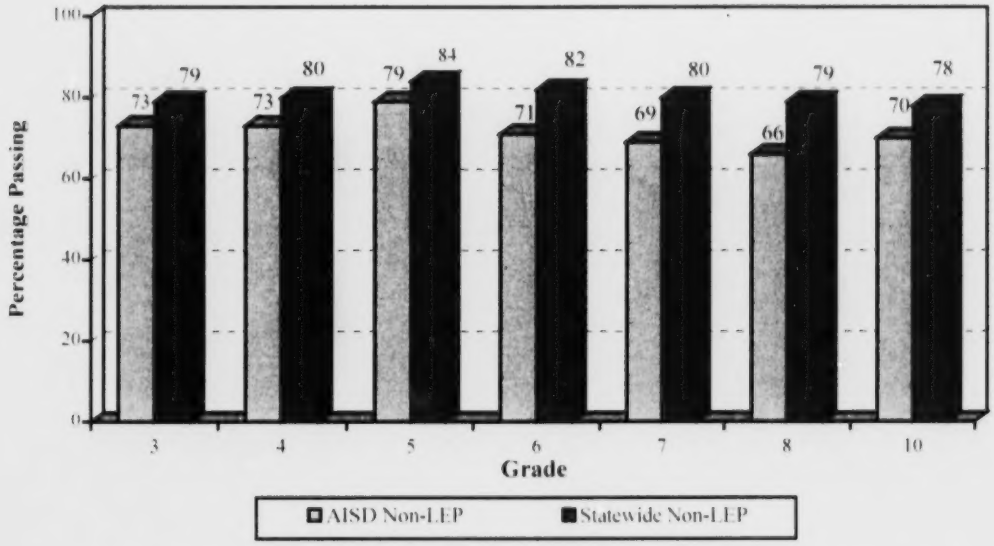


Table 10 shows the gains and/or losses in percent passing for LEP students between the 1998-99 and 1997-98 school years. The percent passing in 1997-98 was subtracted from the percent passing in 1998-99 for each grade and for each subject: i.e., all tests taken, reading, and mathematics. Increases indicate more students are passing TAAS. *Increases in percentages passing were made in 18 of 21 comparisons, including:*

- All tests taken: grades 3, 4, 5, 6, and 7;
- Reading: 3, 6, 7, 8, and 10; and
- Mathematics: 3, 4, 5, 6, 7, 8, and 10 (all grades).

Decreases occurred in reading at grades 4 and 5. When comparing the gains and/or losses in percentages passing to the previous school year, the number of decreases occurred at two grade levels and one comparison remained the same as in the previous year.

Table 10: LEP Students, Two-Year Comparison of English TAAS Scores, Gains or Losses in Percentage Passing, 1997-98 and 1998-99

	All Tests Taken Percent Passing			Reading Percent Passing			Mathematics Percent Passing		
Grade	1997-98	1998-99	Gain/Loss	1997-98	1998-99	Gain/Loss	1997-98	1998-99	Gain/Loss
3	54	67	+13	70	77	+7	63	73	+10
4	52	58	+6	75	70	-5	64	67	+3
5	49	50	+1	57	55	-2	64	72	+8
6	34	43	+9	44	50	+6	47	61	+14
7	28	41	+13	42	52	+10	40	52	+12
8	18	29	+11	32	47	+15	38	51	+13
10	22	22	-0-	38	39	+1	38	45	+7

Figures 5 through 11 present the increases and decreases in the percentage passing scores of LEP students for the past three school years. With few exceptions, the percentages passing of LEP students have increased during the past three school years. As the figures show:

- Percents passing in grades 4, 5, 6, 7, 8, and 10 have increased in mathematics with one exception in grade 3 in 1997-98.
- Percents passing in grades 3, 6, 7, 8, and 10 have increased in reading with two exceptions in grades 4 and 5 in 1998-99.
- Percents passing in grades 4, 5, 7, and 8 have increased in all tests taken, and remained the same in grade 10 for two years. The two exceptions were in grades 3 and 6 in 1997-98.

Figure 5: LEP Percentage Passing Mathematics, Reading, and All Tests Taken, in School Years 1996-97, 1997-98, and 1998-99, Grade 3

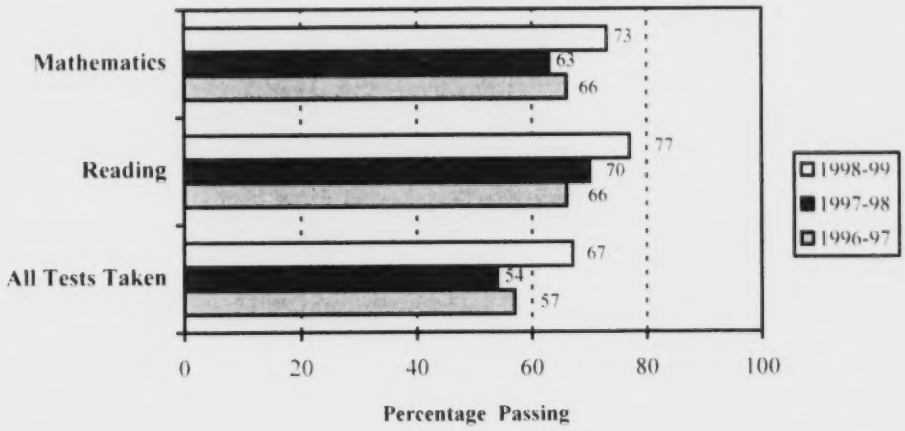


Figure 6: LEP Percentage Passing Mathematics, Reading, and All Tests Taken, in School Years 1996-97, 1997-98, and 1998-99, Grade 4

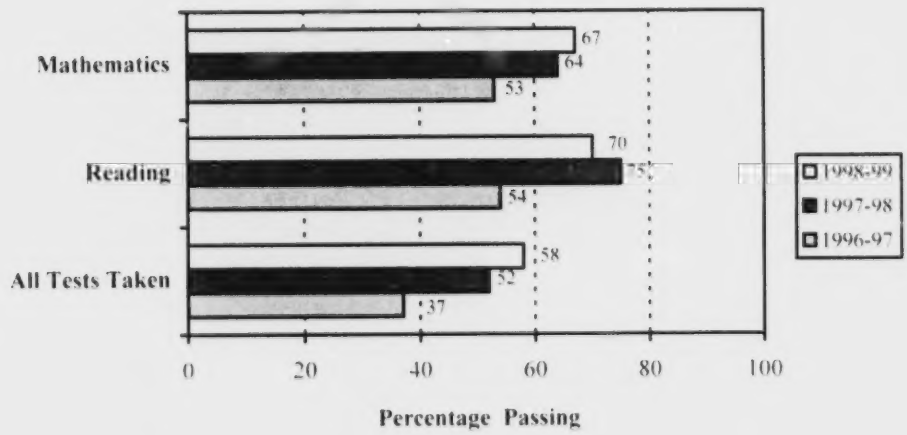


Figure 7: LEP Percentage Passing Mathematics, Reading, and All Tests Taken, in School Years 1996-97, 1997-98, and 1998-99, Grade 5

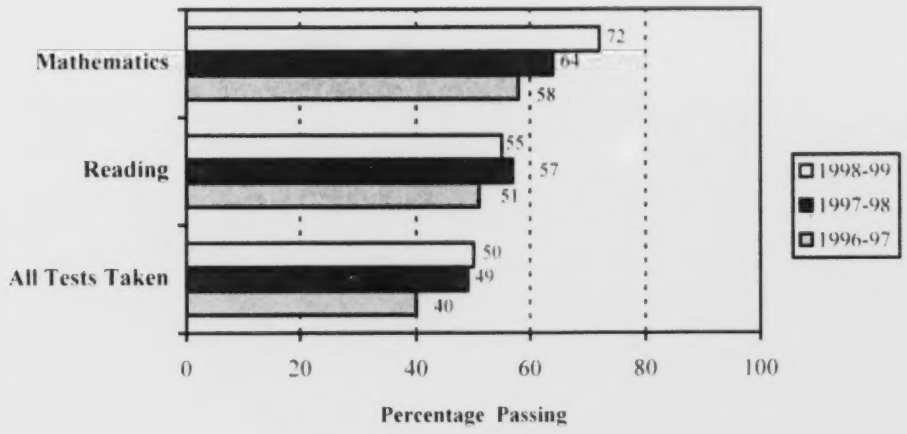


Figure 8: LEP Percentage Passing Mathematics, Reading, and All Tests Taken, in School Years 1996-97, 1997-98, and 1998-99, Grade 6

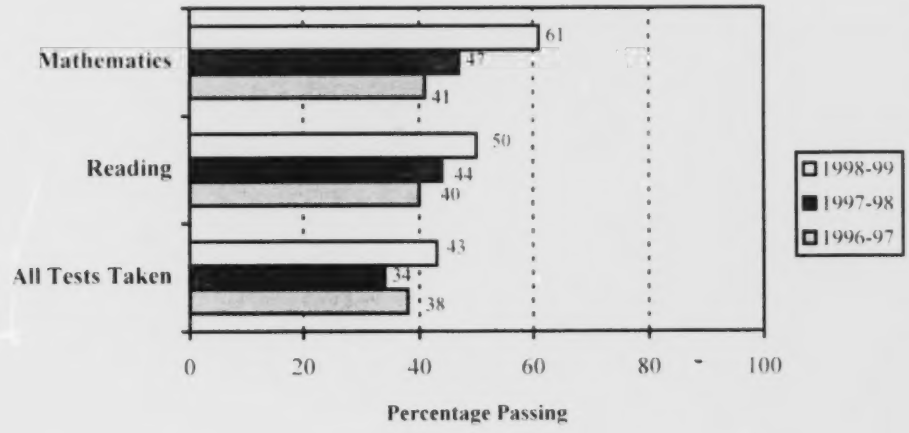


Figure 9: LEP Percentage Passing Mathematics, Reading, and All Tests Taken, in School Years 1996-97, 1997-98, and 1998-99, Grade 7

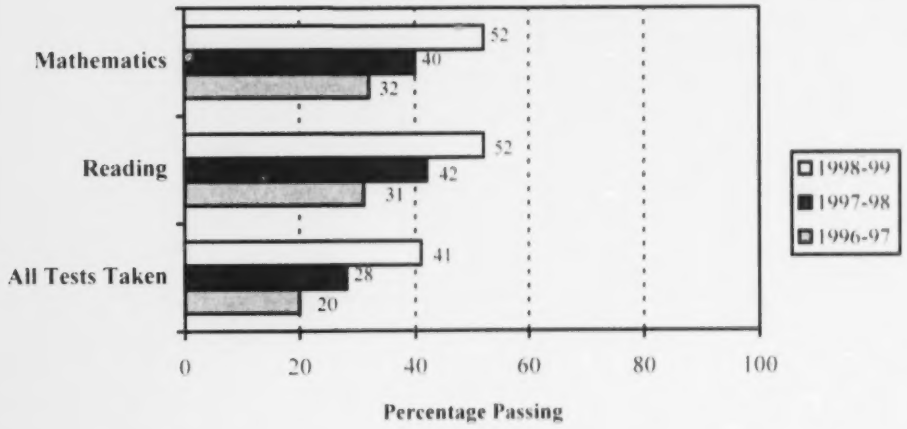


Figure 10: LEP Percentage Passing Mathematics, Reading, and All Tests Taken, in School Years 1996-97, 1997-98, and 1998-99, Grade 8

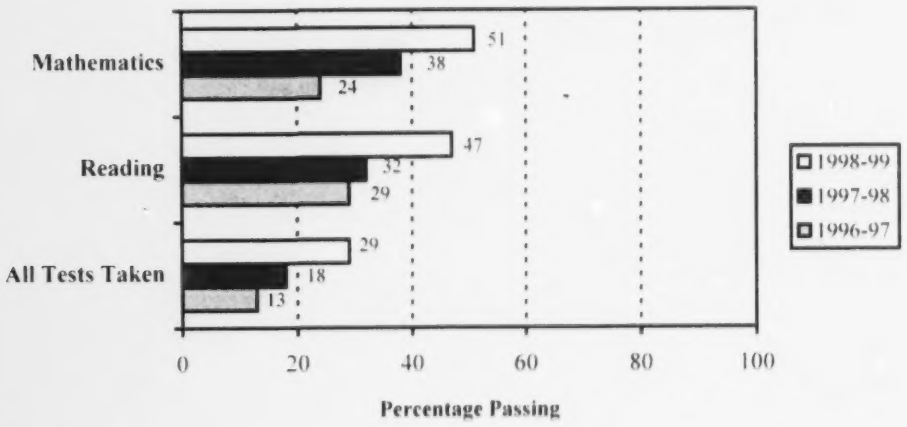
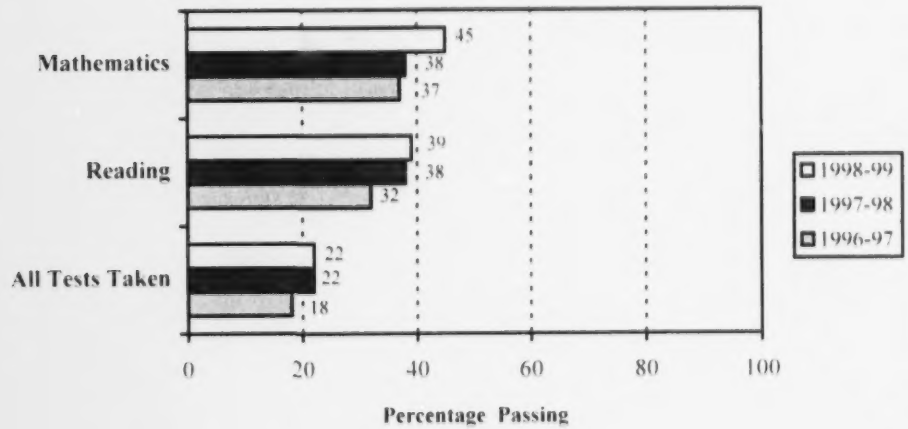


Figure 11: LEP Percentage Passing Mathematics, Reading, and All Tests Taken, in School Years 1996-97, 1997-98, and 1998-99, Grade 10 (Exit Level)



Texas Assessment of Academic Skills – Spanish

In order to evaluate the academic skills of LEP students served in Spanish-language bilingual education programs and thereby address their educational needs, the State Board of Education has called for phasing in Spanish versions of the TAAS assessments at grades 3-6. Spanish-version tests are being developed for these grades because many Spanish-dominant students receive academic instruction in Spanish at these grade levels. Data from the Spanish-version assessments will be used in the state's accountability system. The Spanish TAAS, based on the Texas Education Agency's (TEA) Texas Essential Knowledge and Skills (TEKS), will provide a vehicle for examining the annual progress in student performance.

The Spanish-version TAAS tests in reading and mathematics are designed to be as comparable as possible to the English-language assessments. An approach to test development that helps ensure the assessment of comparable content is the "transadaptation" of existing items from English. "Transadaptation" describes an adaptive translation process that maintains comparable academic content while accommodating differences in cultural content and readability levels inherent between languages. Translators rely on the state-adopted textbooks in Spanish, current bilingual educational methodologies, and input from bilingual educators to guide their work. The ultimate goal of the TAAS development process in English and Spanish is to allow students to demonstrate their academic skills using appropriate, comparable content that is consistent with the state curriculum. In this manner, the TAAS assessments will be useful instruments for examining annual progress in student performance.

The "Implementation Schedule" for TEA stated that all Spanish-version tests would be fully implemented by the spring of 1998. For the past three school years, the testing dates for administering the Spanish TAAS have coincided with the dates for the English TAAS administration.

In 1998-99, a total of 1,129 bilingual students and 112 English as a Second Language students in grades 3-6 participated in the Spanish reading testing program; a total of 989 bilingual students and 114 ESL students in grades 3-6 participated in the Spanish mathematics testing program. Table 11 presents the results of the Spanish TAAS for LEP students.

- Of the bilingual students tested in the *third grade*, 64% passed reading and 63% passed mathematics. The number of ESL students tested in the *third grade* in reading and mathematics was four. TEA does not provide data for groups with fewer than five students.
- Of the bilingual students tested in the *fourth grade*, 59% passed writing, 36% passed reading, and 55% passed mathematics; of the ESL students tested, 69% passed writing, 8% passed reading, and 23% passed mathematics.
- Of the bilingual students tested in the *fifth grade*, 30% passed reading, and 58% passed mathematics. The number of ESL students tested in the *fifth grade* in reading and mathematics was four. Data were not available for them.
- Of the ESL students tested in the *sixth grade*, 18% passed reading and 37% passed mathematics. The number of bilingual students tested in the *sixth grade* in reading and mathematics was four. Data were not available for them.

Table 11: Number and Percentage Passing Spanish TAAS, Writing, Reading, and Mathematics, and All Tests Taken, Grades 3-6, 1998-99

Grade	Bilingual Students							
	Writing		Reading		Mathematics		All Tests Taken	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
3	N/A*	N/A	578	64%	543	63%	578-Read 543-Math	53%
4	370	59%	344	36%	266	55%	344-Read 266-Math 370-Writing	33%
5	N/A	N/A	203	30%	176	58%	203-Read 176-Math	29%
6	N/A	N/A	4	*	4	*	4-Read 4-Math	*
Grade	English as a Second Language/ESL Students							
	Writing		Reading		Mathematics		All Tests Taken	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
3	N/A	N/A	4	*	4	*	4-Read 4-Math	*
4	13	69%	13	8%	13	23%	13-Read 13-Math 13-Writing	14%
5	N/A	N/A	4	*	4	*	4-Read 4-Math	*
6	N/A	N/A	91	18%	93	37%	91-Read 93-Math	17%

N/A – The Writing Test is only administered in grades 4, 8, and Exit Level.

* No data are reported by TEA for groups of fewer than five students.

Source: TEA TAAS Summary Reports, July 1999.

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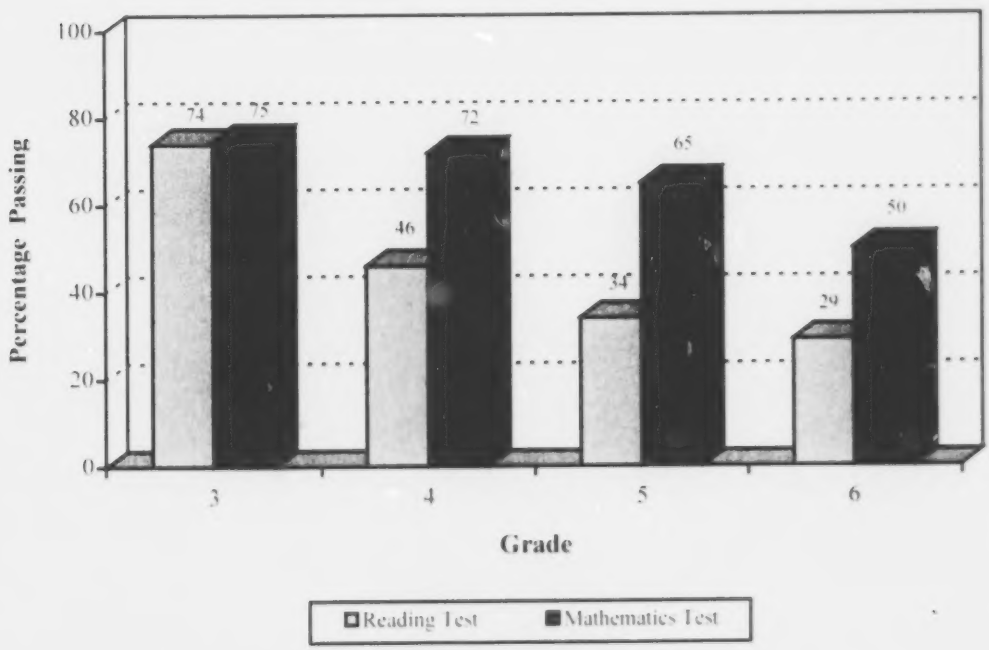
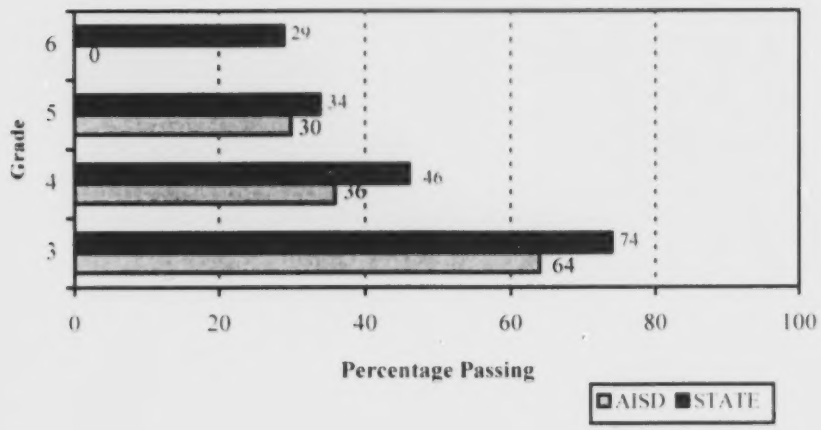
Statewide, 74% of all LEP third grade students passed the reading and 75% mastered mathematics. Throughout the state, 46% of students in the fourth grade passed the reading portion of the Spanish TAAS, and 72% mastered the mathematics section of the test. Thirty-four percent (34%) and 29% of bilingual students in grades 5 and 6 passed reading; and 65% and 50% of students in grades 5 and 6 passed mathematics (see Figure 12). The percent passing for statewide bilingual students in writing was 68%. Overall, a lower percentage of AISD LEP students in grades 3, 4, 5, and 6 passed the Spanish TAAS tests in reading and mathematics than LEP students statewide (see Figures 13 and 14).

Figure 12: Statewide Spanish TAAS, Percentage Passing Reading and Mathematics Tests, 1998-99



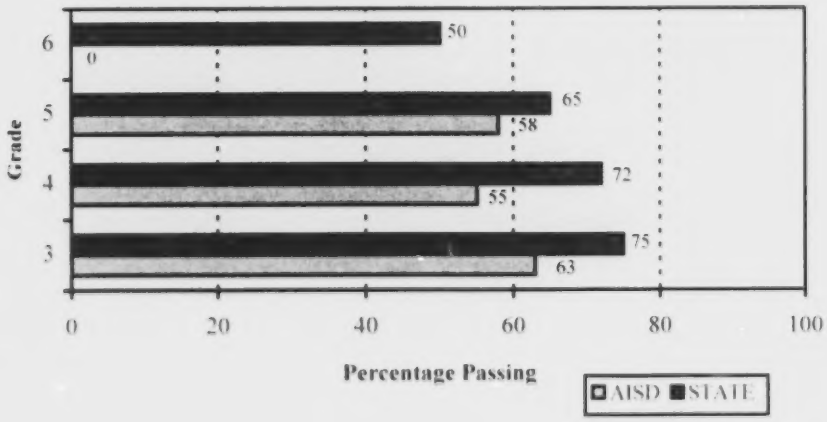
Source: TEA TAAS Summary Reports, Summer 1999.

Figure 13: Percentage of LEP Bilingual Students Passing Spanish TAAS Reading. AISD vs. State, 1998-99



It was not possible to compare grade 6 test-takers in reading and mathematics because only 4 bilingual students were administered the TAAS in Spanish at AISD. There were 91 English as a second language learners who took the reading TAAS in Spanish, and 93 students who took the mathematics TAAS in Spanish. The percentages passing were 18% in reading and 37% in mathematics.

Figure 14: Percentage of Bilingual LEP Students Passing Spanish TAAS Mathematics. AISD vs. State, 1998-99



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La Prueba de Realización

For students whose primary language is not English, an English-language achievement test may not provide an accurate assessment of the students' academic proficiency and progress. For LEP students whose primary language is Spanish, it may be more appropriate to test with an instrument written in Spanish. AISD uses La Prueba de Realización, Segunda Edición (Tests of Achievement, Second Edition) for students designated by their LPACs to be tested in Spanish. Norms for the test were developed in 1990. For comparison of individual and group performances with that of Spanish-speaking students nationwide, students' raw scores can be converted to national percentiles.

Table 12 presents the mean percentiles in reading, mathematics, and on the composite scores, by grade level for 1998-99. As the table shows:

- In 1998-99, LEP students in grade 5 scored above the national average in reading, and students in grade 7 scored above the national average in reading, mathematics, and in the composite score.
- As in previous years, LEP students generally scored below the Spanish-speaking national comparison group on reading, mathematics, and composite scores.

Table 12: La Prueba de Realización, Mean Percentiles, 1998-99

Grade	Reading		Mathematics		Composite	
	Number Tested	Percentile Rank	Number Tested	Percentile Rank	Number Tested	Percentile Rank
1	1	11	1	17	1	5
3	4	24	4	46	3	30
4	3	48	3	14	3	18
5	2	69	3	28	2	44
6	[illegible]	1	1	21	1	3
7	16	57	16	59	16	60
8	14	49	14	39	14	46

With the development of the state-mandated tests in Spanish for grades 3, 4, 5, and 6, there has been a decline in the number of students taking the La Prueba de Realización; therefore matched groups of students are increasingly difficult to establish. In the future, more LEP students will be assessed with the Spanish TAAS, but the La Prueba will be used as an alternative assessment when deemed appropriate. In spring 1998-99, 42 students were tested with La Prueba; consequently, only four students were matched with the students tested in 1997-98. *It was not possible to establish matched groups in 1998-99.*

English Proficiency

The district's objective is to assist LEP students attain English proficiency and meet the state's performance standards. The exit criteria for LEP students are primarily determined by state law and the district's criteria reflect adherence to the state mandate. In AISD, English proficiency is determined by performance on standardized tests. When a student becomes sufficiently proficient in English to function in an all-English classroom without assistance, the student is ready to exit LEP status. To exit LEP status a student must:

- Score at least at the 40th percentile in both the English reading and the English language arts sections on the Iowa Tests of Basic Skills (ITBS), or
- Pass all three Texas Assessment of Academic Skills (TAAS) tests (Reading, Mathematics, and Writing [Grades 4, 8 and Exit Level) in English.

A student's LPAC may choose to have an oral proficiency test, such as the Language Assessment Scales (LAS) or the Individual Diagnostic English Assessment (IDEA), administered for additional information. In making the determination, the LPAC also considers the student's overall progress as demonstrated by grades and the teacher's recommendation. An exited LEP student is monitored for two years to ensure he/she has been successful in an all-English instructional program. The final determination that a student is ready to exit from LEP status is a campus-level decision.

Number of Exits

Prior to the 1992-93 school year, it was possible to determine how many students exited the program in a given school year. In the 1993-94 school year, a district student assessment task force made the recommendation that the district's standardized achievement testing program be changed from a spring to a fall administration of selected grades in fall 1994. Because of the changes in the testing schedule at the district level, the LPAC decisions were delayed and student exits were recorded on the LEPS Master File on an ongoing basis instead of a single time during the school year. In the face of this difficulty, it was decided that it was necessary to modify the time at which exited students were counted. A single-year span was deemed an unreliable reflection of the number of LEP exits; therefore a two-year span was selected.

Since the decision was made to count exited LEP students every two academic years, three groups of exited students have been identified (see Table 13).

Table 13: Exited Groups of LEP Students, 1992-1998

Group	Academic Years for Exited LEP Students	Original Number of Exited Students
Group 1	August 25, 1992 – May 31, 1994	454
Group 2	June 1, 1994 – May 31, 1996	444
Group 3	June 1, 1996 – May 31, 1998	650

Both Groups 1 and 2 were reviewed in 1996-97 and again in 1997-98 to examine current school grade levels, as well as other relevant academic data and progress indicators. All three groups of LEP exited students were revisited in the summer the 1998-99 school year. Longitudinal information for all three groups is included in the Longitudinal Study section of this report. *It is most important to remember that because exited LEP students are monitored for two years upon program exit, it is possible for students to be counted as members of two exit groups.* Data for the most recent group of exited LEP students (Group 3) are also included in that section. Table 14 presents the grade levels of all three groups of exited LEP students. Exited students from the all three groups continue to progress to the next grade level, as evidenced by the smaller number of students in the elementary grades.

Table 14: Grade Levels of Exited LEP Students, 1992-1999

1998-99 Grade Level	Exited LEP Students 8/25/92 through 5/31/94 Group 1	Exited LEP Students 6/1/94 through 5/31/96 Group 2	Exited LEP Students 6/1/96 through 5/31/98 Group 3
2	0	0	0
3	0	0	1
4	0	0	1
5	0	0	70
EL 6*	0	0	6
Elementary Total	0	0	78
MS 6*	0	32	112
7	36	53	123
8	54	61	115
Middle/Junior High Total	90	146	350
9	76	97	91
10	57	49	62
11	30	13	11
12	19	9	25
High School Total	182	168	189
Total Number of Exited Students	**272**	**314**	**617**

* EL = Elementary grade 6 *MS 6 = Middle school grade 6

In addition to performance indicators on standardized tests, other variables provide useful information regarding student progress. Table 15 compares the performance of the 1998-99 served LEP students with students districtwide in terms of attendance, discipline, potential retention, and mean grade point average (GPA). Data were obtained for the spring 1999 semester for 10,419 LEP students. As seen in Table 15:

- The attendance rate of LEP students at the elementary grades and middle/junior high school was higher than that of elementary and middle/junior high school students

districtwide. The attendance rate for LEP high school students was lower than that of high school students districtwide.

- The discipline rate for LEP students in the elementary grades was lower than it was for students districtwide. LEP students in middle/junior high school, and high school had higher discipline rates than all other students in the district.
- The potential retention rate for elementary LEP students was lower than for students districtwide. The potential retention rate was the same for LEP and districtwide students in middle/junior high school, and high school LEP students were recommended for potential retention at a higher rate than students districtwide.

Table 15: Progress Indicators, LEP/ESL Programs, Compared to Overall District, Spring 1999

Progress Indicators	Elementary		Middle/Junior High School		High School	
	LEP	District	LEP	District	LEP	District
Attendance Rate	95.8%	95.3%	92.6%	92.5%	85.5%	87.7%
Discipline Rate	0.7%	1.6%	12.9%	11.1%	5.9%	5.6%
Potential Retention Rate	0.9%	1.3%	1.5%	1.5%	4.2%	3.6%
Mean GPA	N/A	N/A	81.9	83.5	76.2	81.1

ALTERNATIVE LANGUAGE PROGRAM BILINGUAL/ESL PROFESSIONAL STAFF DEVELOPMENT

In compliance with State law, the 1998-99 evaluation plan for the Bilingual/ESL Programs included evaluation questions concerning the number of teachers and teacher assistants trained, the scope and frequency of the training conducted, and the results of the training. During the 1998-99 school year, the district's bilingual coordinators collected sign-in sheets, staff development agendas and workshop descriptors, workshop information sheets for the Professional Development Academy (PDA), correspondence to campuses, substitute teacher charge forms and copies of evaluation forms from workshop participants, and other relevant information to answer the questions.

Slightly more than half (51%) of the training sessions/activities occurred at AISD's Professional Development Academy, which is the district's facility for professional staff development. The other workshops (45%) were conducted throughout the school district at elementary school campuses. One workshop was held at a private home as a culmination of a series of workshops, and the Spring Bilingual Summit was conducted at a local hotel.

Frequency of Training Activities

Professional staff development transpired throughout the academic year. The collaboration of the bilingual education director and coordinators resulted in a total of 47 professional development workshops. Thirty-six workshops (77%) were held during the 1998 fall semester, and eleven (23%) were held during the spring semester.

Ten workshops were all-day commitments for teachers, beginning at 8:30/9:00 AM and ending at 3:30/4:00 PM. Of the seven workshops lasting three to three and one-half hours, four were held in the morning at some time between 8:00/8:30 AM to 11:30/12:00 PM. Sixteen workshops had a duration of two hours and they were conducted after school from 3:30 PM to 5:30 PM. Only one training session lasted two and one-half hours and it also was held after school from 4:00 PM until 6:30 PM. The remaining thirteen workshops lasted one-and one-half hours and were all conducted in the afternoon from 3:30 PM to 5:30 PM. Appendix B lists all 47 professional staff development activities and the specific details pertaining to each workshop. The classifications of awareness, application, and implementation are training levels that address varying levels of difficulty and expertise.

Number of Teacher and Teacher Assistants Trained

In 1998-99, a total of 1,274 staff members participated in professional staff development for teachers and teacher assistants of LEP students. Among the participants were assistant principals, helping teachers, counselors, curriculum specialists, coordinators, teachers, and data entry clerks. The teacher assistants in the Bilingual/ESL and Special Education Programs did not participate in professional staff development during the 1998-99 school year.

The professional staff development workshops occurred in increments of one and one-half hours, two hours to two and one-half hours, three hours to three and one-half hours, six, seven and eight hours. Altogether, 146.5 hours of professional staff development training on

topics related to bilingual education were delivered to 1,274 teachers, administrators, and other bilingual support staff, for a total of 25,659.5 staff-hours (see Table 16).

Table 16: Professional Staff Development for Bilingual Teachers, Administrators, and Other Bilingual Support Staff, 1998-99

Duration of Workshop – Number of Hours	Number of Workshops	Number of Participants	Total Number of Staff Hours
1.5	13	399	7,780.5
2	16	189	6,048
2.5	1	4	10
3	6	166	2,988
3.5	1	50	175
6	1	256	1,536
7	7	114	5,586
8	2	96	1,536
Total	47	1,274	25,659.5

Scope of Training

The general themes of the professional staff development activities for the teachers of language minority children centered on providing teachers and support staff with programmatic information with an elementary and secondary focus, and instructional activities applicable to all grade levels. In addition, professional development activities provided training to facilitate bilingual/ESL and oral language proficiency endorsement, the new ESL adopted materials, Spanish language study and practice for bilingual and ESL teachers, and general topics related to bilingual instruction.

During August and the first week of September 1998, the bilingual coordinators provided 12 workshops, which addressed programmatic issues including the following:

- A current overview of the state and district requirements involved in identifying and planning appropriate instruction of LEP students, and the guidelines applicable to the Language Proficiency Assessment Committee (LPAC);
- The use of two instruments for language assessment for both identification and instructional purposes;
- A review of current policies and procedures regarding LEP student identification and appropriate placement with new bilingual teachers coming into AISD; and,
- A presentation and hands-on training in a computer laboratory to data entry clerks and other campus staff on appropriate data entry procedures for LEP students and timelines governing established procedures.

A total of 341 teachers and other school personnel participated in the workshops addressing programmatic issues. They provided instruction and school related services to students in grades Pre-K-12.

The instructional workshops, conducted throughout the academic year, provided training primarily for elementary teachers, and one workshop addressed effective instructional strategies for secondary teachers. More specifically the workshops covered:

- A balanced approach to literacy, in which the primary language was developed and nurtured and the second language introduced and supported, in order to facilitate the transition into English was the focus eleven workshops and both the Fall and Spring Bilingual Summits. The balanced literacy workshops presented the management and application of the Estrellita Phonics Program, and strategies that enhance the learning of phonics. The literacy workshops demonstrated how to organize the bilingual environment to promote meaningful reading and writing centers, how to arrange letters and make Spanish words, and how to conduct interactive and guided writing activities. Through all these workshops the teachers were introduced to the new district's Reading Transition Standard.
- Four training activities focused on introducing the teachers to the new state-adopted ESL materials for grades Pre-K-4. The *Into English ESL Kindergarten Program* was used (piloted) by district teachers and they demonstrated sample lessons to other teachers. Two workshops provided teachers with an overview of the Spanish supplement of the newly adopted English spelling series for grades 1-5. The series includes spelling lessons, activities for transition, and ESL support.
- Two workshops reviewed the most current information on the guidelines for the assessment of bilingual students and how to determine when it is appropriate to test students with the Spanish TAAS. Two training sessions provided teachers with effective instructional strategies to address TAAS objectives for language arts and mathematics.
- Six workshops were held for teachers to practice their heritage language. The teachers practiced listening, speaking, reading, and writing in Spanish; they read contemporary literature and kept reflective journals.
- One training activity was designed for middle/junior high school and high school ESL teachers. The focus was on a balanced reading and writing program, authentic assessment in literacy, and a discussion of effective strategies for applying ESL methodology to the content areas.

Throughout the academic year, a total of 800 elementary and secondary teachers participated in instructional professional development training activities.

Several oral language proficiency measures were reviewed by a team of bilingual/ESL teachers, LPAC chairpersons, and the central administration staff for bilingual education in an effort to identify an instrument that would assess English language growth for the district's language minority students. The Language Assessment Scales-Oral (LAS-O) instrument was selected by the committee and training was provided in spring 1999. The eight-hour workshop on the administration and scoring of the LAS-O was attended by 50 elementary and 22 secondary school teachers.

Six workshops, two Texas Oral Proficiency Test (T.O.P.T.), two Bilingual Education Examination for the Certification of Educators in Texas (BE-ExCET) and two ESL Examination for the Certification of Educators in Texas (ESL-ExCET) sessions prepared teachers for taking examinations that would facilitate their bilingual certification process. The professional development workshops had 61 participants, who taught in elementary, middle/junior high, and high school.

Results of Training

Teachers completed evaluation forms for 31 (66%) of the 47 workshops, the results were tallied and percentages calculated. The evaluation forms completed by the participants for the workshops were from the Professional Development Academy. During the 1998-99 school year, the evaluation form from PDA underwent some modifications. In previous years, the evaluation form had three general evaluation sections, and categories within those sections; a section for comments, a section for listing training topics that were of interest, and a place for teachers to suggest improvements for future teacher training and development. The new form currently has four general evaluation sections, and the remainder of the form has not been altered. The older form was used primarily in the fall and the modified version in the spring.

On the older evaluation form, the rating scale is a 5-point scale with the following choices: "strongly disagree" = 1, "disagree" = 2, "neutral" = 3, "agree" = 4, and "strongly agree" = 5. The modified evaluation form has a 4-point scale with the following choices: "strongly disagree" = 1, "disagree" = 2, "agree" = 3, and "strongly agree" = 4. See Appendices C.1–C.31 for results on individual workshops and the modifications on the evaluation form. The majority of responses, on both older and modified evaluation forms, for all workshops were in the "agree and strongly agree" categories. Results of the professional development evaluation forms indicated that most participants:

- Strongly agreed or agreed that the objectives were clearly stated.
- Strongly agreed or agreed that the content and instruction were in agreement with the stated objectives, at appropriate levels, appropriately paced, stimulating, indicated thoughtful planning and were effectively organized.
- Strongly agreed or agreed that the instructor was knowledgeable, used effective techniques, and encouraged the exchange of ideas.
- Strongly agreed or agreed that the environment or facilities were adequate and the time of the workshop was appropriate.
- Strongly agreed or agreed that the information presented was applicable to their work setting.

The most recent modified evaluation form has four sections and has reorganized the number of questions. The four areas of evaluation are content and instruction, instructor's expertise, application and implementation of training. The "new" evaluation does not ask any questions concerning the physical facilities or the appropriateness of the time of the workshop. *Overall, the professional staff development provided by the bilingual education director and coordinators was appropriate and could be applied or implemented to the work settings by the participants.*

LONGITUDINAL STUDIES

In addition to tracking trends in the LEP population over time (e.g., achievement, attendance, discipline, and potential retention rates, etc.) as a gauge for program effectiveness, evaluation staff also conducted longitudinal studies. Two are described in this report: 1) three groups of exited LEP students, and 2) LEP students served versus LEP students not served due to parent refusals.

FOLLOW-UP OF EXITED STUDENTS

To determine how LEP students perform after they leave the bilingual program, achievement and progress indicators for the 1998-99 school year were examined for three groups of former LEP students who had exited the Bilingual/ESL Programs. The students in Group 3 were exited at some point in time between the beginning of the 1996-97 school year and the end of the 1997-98 school year (June 1, 1996 to May 31, 1998). Group 2 students were exited at some point in time between the beginning of the 1994-95 school year and the end of the 1995-96 school year (June 1, 1994 to May 31, 1996). The students in Group 1 were exited from the bilingual program some time between the beginning of the 1992-93 school year through the end of the 1993-94 school year (August 25, 1992 to May 31, 1994).

Former LEP Students: Group 3

The most recent group of exited LEP students was identified during the 1998 summer. A group of 650 former LEP students (Group 3), who had exited the Bilingual/ESL Program at some point during the beginning of the 1996-97 school year and the end of the 1997-98 school year (June 1, 1996 to May 31, 1998), was identified from the LEPS Master File. Of these students, all (100%) were at AISD at the end of the second semester 1997-98. At the time of identification (May 31, 1998), the exited students were in grades 3-12: 200 in grades 3-6; 307 in grades 6-8; and 143 in grades 9-12. Twenty-eight former LEP students from Group 3 graduated in 1997-98.

In 1998-99, the exited students from Group 3 were in grades 3-12: 78 in grades 3-6; 350 in grades 6-8; and 189 in grades 9-12. Twenty-nine students had graduated in 1998-99. Partial data was available for 19 students who were no longer attending AISD.

Outcome data were obtained for the three groups of students, elementary, middle/junior high, and high school. The data for Group 3 are summarized across grade spans in Table 17.

- Lower percentages of former LEP students in elementary and middle/junior high school were recommended in spring 1999 for potential retention the following year than students districtwide. A higher percent of former LEP high school students was recommended for potential retention in spring 1999 than students districtwide.
- Compared with the overall GPAs for all middle/junior high and high school students, the GPAs of former LEP students were higher.
- The attendance rates of former LEP students at the elementary, middle/junior high and high school were higher than the respective overall district attendance rates at those grade levels.

- Compared with the overall percentages of students involved in discipline incidents, former LEP students in middle/junior high and high school had lower discipline rates than students districtwide. For the former LEP students in elementary school, the discipline rate was lower in fall 1998 and higher in spring 1999 than for students in the district.

These results on other performance indicators are important because they demonstrate former LEP students are continuing to attend school, and they are maintaining their GPAs.

The achievement of the 617 exited LEP students as measured by standardized tests is presented in Tables 18 and 19. Table 18 presents the spring 1999 TAAS results and Table 19 gives the students' median scores from the fall administration of the ITBS.

- With exception of grade 3, the percentages passing TAAS were at exemplary or recognized levels on the Mathematics and Reading Tests for all grade levels of exited LEP students. With the exception of grades 3 and 7 on All Tests Taken, the percentages passing were also at exemplary or recognized levels. Former LEP students performed well on the TAAS Writing Tests, the percentages passing in grades 4, 8, and Exit Level were at exemplary or recognized levels: 100% (N=1), 85% (N=105) and 95% (N=125), respectively.
- In 1998-99, the ITBS was administered in grades 3, 5, and 8. Former LEP students scored above the national average on the Mathematics Test and the Composite scores in grade 5. Students in grades 3 and 8 scored below the national average on the Reading and Mathematics Tests and their Composite scores were also below the national average.

Table 17: Exited LEP Students, Other Indicators of Program Effectiveness, 1998-99, Group 3
(Group 3, Exited June 1, 1996 Through May 31, 1998)

Indicator	Elementary		Middle/Junior High School		High School	
Potential Retention Rate						
District Rate	0.9%		1.5%		3.6%	
Exited LEP Student Rate	0.0%		0.6%		4.0%	
Grade Point Average			*Fall*	*Spring*	*Fall*	*Spring*
District Average	N/A		83.9	83.5	81.6	81.1
Exited LEP Student Av.			86.5	86.1	82.1	83.0
Attendance Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	96.6%	95.3%	94.7%	92.5%	90.4%	87.7%
Exited LEP Student Rate	98.3%	97.3%	96.2%	94.3%	93.3%	91.1%
Discipline Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	1.5%	1.6%	9.2%	11.1%	6.7%	5.6%
Exited LEP Student Rate	1.3%	2.6%	5.7%	6.0%	4.0%	1.3%

Table 18: Exited LEP Students, Percent Passing English TAAS, 1998-99, Group 3
(Group 3, Exited June 1, 1996 Through May 31, 1998)

1998-99	Reading		Mathematics		All Tests Taken	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	1	0%	1	0%	1	0%
4	1	100%	1	100%	1	100%
5	65	95%	64	97%	65	94%
EL 6*	6	100%	6	100%	6	100%
MS 6*	102	90%	101	94%	103	85%
7	116	83%	116	84%	116	72%
8	105	93%	106	94%	108	81%
10/Exit	125	96%	125	92%	125	89%

*EL 6 = Elementary grade 6 *MS 6 = Middle School grade 6

Table 19: Exited LEP Students, Median Percentiles, ITBS, 1998-99, Group 3
(Group 3, Exited June 1, 1996 Through May 31, 1998)

1998-99	Reading		Mathematics		Composite	
Grade	Number Tested	Median Percentile*	Number Tested	Median Percentile	Number Tested	Median Percentile
3	1	17	1	17	--	--
5	63	40	64	65	62	55
8	100	23	98	41	92	34

*Median percentile–the 50th percentile represents the national average on all tests at all grades. The 50th percentile means 50% of the national normed group made a lower score (< 50) and 50% made a higher (> 50) score.

Former LEP Students: Group 2

In an effort to observe the progress of former LEP students, the second group of students (exited between June 1, 1994 and May 31, 1996) was examined. As in the previous four years, outcome data were obtained for the two groups of students: middle/junior high school and high school. In the 1997-98 school year, the original file of exited LEP students was matched to the Student Master File in an effort to update and establish the correct academic grade of the exited students. The file for Group 2 had a total of 395 students; and records for 62 students were deleted because they did not return to AISD. The file indicated that 19 students had graduated in the 1996-97 school year.

Central records indicated that in 1997-98, 338 former LEP students had continued with their education at AISD. The returning students were in grades 5-12: 43 in grades 5-6, 188 in grades 6-8, and 107 in grades 9-12. Sixteen former LEP students from Group 2 graduated in 1997-98.

In the 1998-99 school year, the returning former LEP students were in grades 6-12: 146 in grades 6-8, and 168 in grades 9-12. (See Table 14.) Eight former LEP students from Group 2 graduated in 1998-99. Partial data were available for 41 former LEP students who were no

longer attending AISD. Data for Group 2 are summarized across grade spans in Table 20. As Table 20 illustrates:

- A higher percentage of former LEP students in middle/junior high school and a lower percentage of former LEP students in high school were recommended in spring 1999 for potential retention the following year than students districtwide.
- Compared with the GPAs for all middle/junior high school students, the GPAs for former LEP students in middle/junior high school were higher for both fall and spring semesters. The GPAs for former LEP students in high school were lower than students in the district overall.
- The attendance rates of former LEP students at middle/junior high and high schools were higher than the respective overall district attendance rates at those grade levels for both semesters.
- Compared with the percentages of students involved in discipline incidents in middle/junior high school and high school, the percentages for exited LEP students were lower, both fall 1998 and spring 1999.

Table 20: Exited LEP Students, Other Indicators of Program Effectiveness, 1998-99, Group 2
(Group 2, Exited June 1, 1994 Through May 31, 1996)

Indicator	Elementary		Middle/Junior High School		High School	
Potential Retention Rate						
District Rate	N/A*		1.5%		3.6%	
Exited LEP Student Rate			2.1%		2.2%	
Grade Point Average			*Fall*	*Spring*	*Fall*	*Spring*
District Average	N/A*		83.9	83.5	81.6	81.1
Exited LEP Student Av.			85.9	85.7	80.9	79.9
Attendance Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate			94.7%	92.5%	90.4%	87.7%
Exited LEP Student Rate	N/A*	N/A*	96.5%	93.6%	92.1%	89.0%
Discipline Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate			9.2%	11.1%	6.7%	5.6%
Exited LEP Student Rate	N/A*	N/A*	2.7%	7.5%	3.2%	4.3%

*Students from Group 2 are no longer in the elementary grades.

The achievement of the 314 formerly exited LEP students as measured by standardized tests is presented in Tables 21 and 22. Table 21 presents the spring 1999 TAAS results and Table 22 provides the students' scores from the fall administration of the ITBS.

- At all grade levels, the percentages passing the TAAS Reading and Mathematics Tests were at either an exemplary or recognized level. In the case of All Tests Taken, former LEP students at all grade levels attained above the established passing standard. Former LEP students performed well on the Writing Tests: the percentages passing grades 8 and 10/Exit Level were 93% (N=57) and 93% (N=87), respectively both at exemplary levels.

- In 1998-99, the ITBS was administered in grades 3, 5, and 8. The former LEP students in grade 8 scored above the national average on the Mathematics Test and below the national average on the Reading Test and on the Composite scores. Former LEP students in Group 2 were no longer in the fifth grade.

Table 21: Exited LEP Students, Percent Passing English TAAS, 1998-99, Group 2
(Group 2, Exited June 1, 1994 Through May 31, 1996)

1998-99	Reading		Mathematics		All Tests Taken	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	-*	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
EL 6**	-	-	-	-	-	-
MS 6***	27	89%	26	85%	27	85%
7	46	91%	47	83%	47	79%
8	58	97%	58	93%	58	86%
10/Exit	87	89%	87	87%	87	83%

*Of the exited students in Group 2 none were in the elementary grades.
**EL = Elementary grade 6 ***MS 6 = Middle School grade 6

Table 22: Exited LEP Students, Median Percentiles, ITBS, 1998-99, Group 2
(Group 2, Exited June 1, 1994 Through May 31, 1996)

1998-99	Reading		Mathematics		Composite	
Grade	Number Tested	Median Percentile*	Number Tested	Median Percentile	Number Tested	Median Percentile
3	--**	--	--	--	--	--
5	--	--	--	--	--	--
8	55	36	53	51	50	43

*Median percentile–the 50th percentile represents the national average on all tests at all grades. The 50th percentile means 50% of the national normed group made a lower score (< 50) and 50% made a higher (> 50) score.
**Of the exited students in Group 2 none were in the third or fifth grade.

Former LEP Students: Group 1

In an effort to observe the progress of former LEP students, the first group of students (exited between August 25, 1992 and May 31, 1994) was also examined. As in the previous four years, outcome data were obtained for the two groups of students: middle/junior high school and high school. The original file of exited LEP students was compared to the Student Master File in an effort to update and establish the correct academic grade of the exited students. The file for Group 1 had a total of 292 students and records for 68 students were deleted because they did not return to AISD for the 1997-98 school year. The file indicated that five students had graduated in the 1996-97 school year.

Central records indicated that in the 1997-98 school year, 292 former LEP students had continued with their education at AISD. The returning students were in grades 6-12: 153 in grades 6-8, and 139 in grades 9-12. Fifteen former LEP students from Group 1 graduated in 1997-98.

In the 1998-99 school year, the former LEP students were in grades 7-12: 90 in grades 7-8, and 198 in grades 9-12. (See Table 14.) Seventeen students had graduated in 1998-99. Partial data were available for 38 students who were no longer attending AISD. Data for Group 1 are summarized across grade spans in Table 23. As Table 23 on the following page illustrates:

- The percentages of former LEP students in middle/junior high and high school for potential retention the following year were higher than for students districtwide.
- Compared with the overall GPAs for all middle/junior high school, the GPAs for former LEP students were higher. Former LEP students in high school had the same overall GPA as district students in fall 1998, but a lower GPA in spring 1999.
- The attendance rate for former LEP students in middle/junior high school was higher in fall 1998 than students districtwide, and the same as other district students in spring 1999. The attendance rates for former LEP students in high school were higher for both semesters than all students throughout the district.
- Compared with the percentages of students involved in disciplinary incidents in middle/junior high school and high school, the percentages for exited LEP students were lower, both in fall 1998 and spring 1999, than all other students in the district.

The achievement of the 272 exited LEP students as measured by standardized tests is presented in Tables 24 and 25. Table 24 presents the spring 1999 TAAS results and Table 25 provides the students' median scores from the fall administration of the ITBS.

- The percentages passing TAAS were at exemplary levels for all grades on the Reading and Mathematics Tests, and on All Tests Taken. Former LEP students performed well on the Writing Test; the percentages passing grades 8 and Exit Level were 88% (N=49) and 93% (N=118), respectively.
- In 1998-99, former exited LEP students in grade 8 scored above the national average on the Reading and Mathematics Tests, and on the Composite scores on the ITBS.

Table 23: Exited LEP Students, Other Indicators of Program Effectiveness, 1998-99, Group 1
(Group 1, Exited August 25, 1992 Through May 31, 1994)

Indicator	Elementary		Middle/Junior High School		High School	
Potential Retention Rate						
District Rate	N/A*		1.5%		3.6%	
Exited LEP Student Rate			2.2%		4.0%	
Grade Point Average			*Fall*	*Spring*	*Fall*	*Spring*
District Average	N/A*		83.9	83.5	81.6	81.1
Exited LEP Student Av.			86.2	85.5	81.6	81.3
Attendance Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate			94.7%	92.5%	90.4%	87.7%
Exited LEP Student Rate	N/A*	N/A*	95.9%	92.5%	91.0%	88.6%
Discipline Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate			9.2%	11.1%	6.7%	5.6%
Exited LEP Student Rate	N/A*	N/A*	7.8%	7.8%	2.5%	2.2%

*Of the exited students in Group 1, none were in the elementary grades.

Table 24: Exited LEP Students, Percent Passing English TAAS, 1998-99, Group 1
(Group 1, Exited August 25, 1992 Through May 31, 1994)

1998-99	Reading		Mathematics		All Tests Taken	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	-*	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
EL 6**	-	-	-	-	-	-
MS 6***	-	-	-	-	-	-
7	30	90%	31	87%	31	84%
8	49	94%	48	96%	50	88%
Exit	118	95%	118	89%	118	86%

*Of the exited students in Group 1, none were in the elementary grades.
**EL 6 = Elementary grade 6 ***MS 6 = Middle School grade 6

Table 25: Exited LEP Students, Median Percentiles, ITBS, 1998-99, Group 1
(Group 1, Exited August 25, 1992 Through May 31, 1994)

1998-99	Reading		Mathematics		Composite	
Grade	Number Tested	Median Percentile*	Number Tested	Median Percentile	Number Tested	Median Percentile
3	--**	--	--	--	--	--
5	--	--	--	--	--	--
8	45	51	46	66	42	66

*Median percentile – the 50th percentile represents the national average on all tests at all grades. The 50th percentile means 50% of the national normed group made a lower score (< 50) and 50% made a higher (> 50) score.

**Of the exited students in Group 1 none were in grades the elementary grades.

LEP SERVED VERSUS PARENT REFUSALS

In addition to longitudinal follow-up, program effectiveness may also be gauged by the comparison of outcome indicators for LEP students being served and the LEP students whose parents refuse program services. Because it is neither ethically or legally possible to assign students to a control group for the purpose of evaluating program effectiveness, "LEP Refusals," as they may be termed, constitute a naturally occurring comparison group. The students differ from the LEP-served students in that, as a group, their parents decided to refuse program services. In other respects, they have similar characteristics and are therefore useful for comparison purposes. In the section that follows, LEP students served are compared with LEP refusals in terms of achievement, attendance, discipline rates, and potential retention rates. Data were obtained from the 1998-99 school year. Where the differences between groups favor the LEP served students, they may be taken as evidence of student improvement and of the effectiveness of the Bilingual/ESL Programs in AISD.

Texas Assessment of Academic Skills

In the 1998-99 school year, TAAS tests were administered in grades 3-8 and Exit level (beginning in grade 10). Tables 26 and 27 present the TAAS percent passing for both LEP Refusals and LEP Served, and Table 28 indicates the differences between groups.

- In reading, percentages passing were higher for LEP refusals in grades 3, 4, 5, EL 6, 8, and Exit Level (in six of eight comparisons).
- In mathematics, the percentages passing were higher for LEP refusals in grades 5, and Exit Level (in two eight comparisons).
- On all tests taken, the percentages passing were higher for LEP refusals in grades 3, 5, 8, and Exit Level (three of seven comparisons), the percentages passing were the same for LEP served and refusals in grade EL6.
- In grade 3, LEP served had higher percentages passing in mathematics; in grade 4, they had higher percentages passing in mathematics and in all tests taken; in grade EL 6, LEP served had higher percentages in mathematics; in grades MS 6 and 7, served students had higher percentages in reading, mathematics, and in all tests taken; and in grade 8 they had higher percentages passing mathematics.

Table 26: LEP Refusals, Percent Passing English TAAS, 1998-99

1998-99	Reading		Mathematics		All Tests Taken	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	56	80%	54	65%	57	61%
4	51	69%	52	58%	56	45%
5	51	61%	51	73%	53	57%
EL 6*	14	64%	13	69%	14	57%
MS 6**	82	35%	89	35%	90	20%
7	174	38%	177	37%	178	22%
8	67	49%	68	44%	72	35%
Exit	122	65%	122	59%	122	46%

*EL 6 = Elementary grade 6 **MS 6 = Middle School grade 6

Table 27: LEP Served, Percent Passing English TAAS, 1998-99

1998-99	Reading		Mathematics		All Tests Taken	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	987	68%	994	66%	1,014	57%
4	581	49%	633	59%	756	47%
5	500	53%	539	69%	553	48%
EL 6*	63	62%	66	70%	67	57%
MS 6**	371	45%	369	54%	377	36%
7	315	49%	321	50%	328	39%
8	207	43%	204	49%	221	25%
Exit	423	41%	423	52%	423	25%

*EL 6= Elementary grade 6 **MS 6 = Middle School grade 6

Table 28: Gains and/or Losses in Percentage Passing English TAAS, LEP Served Minus Refusals 1998-99, Reading, Mathematics, and All Tests Taken

1998-99	Reading			Mathematics			All Tests Taken		
Grade	Refusals	Served	Gain / Loss	Refusals	Served	Gain / Loss	Refusals	Served	Gain / Loss
3	80	68	-12	65	66	+1	61	57	-4
4	69	49	-20	58	59	+1	45	47	+2
5	61	53	-8	73	69	-4	57	48	-11
EL 6*	64	62	-2	69	70	+1	57	57	0
MS 6**	35	45	+10	35	54	+19	20	36	+16
7	38	49	+11	37	50	+13	22	39	+17
8	49	43	-6	44	49	+5	35	25	-10
Exit	65	41	-24	59	52	-7	46	25	-21

*EL 6 = Elementary grade 6 **MS 6 = Middle School grade 6

Gain Loss = Difference. Percent passing of students served minus percent passing of refusals. A plus (+) indicates that the difference is in favor of the LEP students who are served. A minus (-) indicates that the difference is in favor of the LEP students whose parents refuse program services.

Other Indicators of Program Effectiveness

Potential Retention Rate

The data on retention indicate that the potential retention rate for elementary school was the same for LEP served and for LEP refusals; in middle/junior high school the potential retention rate was lower for the LEP served than for the LEP refusals; and in high school the potential retention rate was higher for LEP served than for LEP refusals. Compared to the district's rates, the LEP served and LEP refusals had higher potential retention rates than the district's rates with the exception of the rate for LEP served and districtwide rate being the same in middle/junior high school.

Grade Point Average (GPA)

The data on grade point average indicate that LEP students served by the Bilingual/ESL Program in middle/junior high and high school maintained a higher grade point average than the students who did not participate in the program because of parental refusal. Compared to the district's grade point averages, the LEP served and LEP refusals had lower grade point averages than other AISD students.

Attendance Rates

The data on attendance rates indicate that LEP served had lower attendance rates in the elementary grades and higher rates in middle/junior high and high school than LEP refusals for both semesters. The attendance rates in middle/junior high were slightly higher for LEP served in fall 1998 and spring 1999 than the overall district rates. The attendance rates for the high school LEP served and refusals were lower than the district's overall rate for both semesters.

Discipline Rates

The data on discipline rates indicate that LEP students served by the Bilingual/ESL Program had lower discipline rates both semesters than LEP refusals for elementary, and middle/junior high school. Compared to LEP refusals, the discipline rates in high school for served LEP students were lower in fall 1998, and slightly higher in spring 1999. Compared to overall district students, served LEP had lower discipline rates in elementary school. The discipline rates were lower during fall 1998 for both middle/junior high and high school LEP served than students districtwide. Compared to the overall district students, served LEP had higher discipline rates for both middle/junior high and high school during spring 1999. See Tables 29 and 30 for other indicators of program effectiveness for a comparison of students who are served by the programs and students whose parents refuse program services.

Table 29: LEP Refusals, Other Indicators of Program Effectiveness, 1998-99

Indicator	Elementary		Middle/Junior High School		High School	
Potential Retention Rate						
District Rate	0.9%		1.5%		3.6%	
LEP Refusal Rate	1.6%		2.2%		3.9%	
Grade Point Average			*Fall*	*Spring*	*Fall*	*Spring*
District Average	N/A		83.9	83.5	81.6	81.1
LEP Refusal Average			80.1	79.8	75.2	76.1
Attendance Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	96.6%	95.3%	94.7%	92.5%	90.4%	87.7%
LEP Refusal Rate	97.2%	96.1%	93.4%	89.8%	89.2%	85.3%
Discipline Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	1.5%	1.6%	9.2%	11.1%	6.7%	5.6%
LEP Refusal Rate	1.9%	1.6%	8.7%	14.9%	9.9%	5.3%

Table 30: LEP Served, Other Indicators of Program Effectiveness, 1998-99

Indicator	Elementary		Middle/Junior High School		High School	
Potential Retention Rate						
District Rate	0.9%		1.5%		3.6%	
LEP Served Rate	1.6%		1.5%		4.2%	
Grade Point Average			*Fall*	*Spring*	*Fall*	*Spring*
District Average	N/A		83.9	83.5	81.6	81.1
LEP Served Average			82.0	81.9	76.9	76.2
Attendance Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	96.6%	95.3%	94.7%	92.5%	90.4%	87.7%
LEP Served Rate	97.1%	95.8%	95.1%	92.6%	90.1%	85.5%
Discipline Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	1.5%	1.6%	9.2%	11.1%	6.7%	5.6%
LEP Served Rate	0.7%	0.7%	8.6%	12.9%	5.4%	5.9%

EMERGENCY IMMIGRANT EDUCATION PROGRAM

Program Description

The Emergency Immigrant Education Program (EIEP) provides formula grants to State Education Agencies (SEAs) to assist in the education of immigrant students who have been in the United States for less than three years. The definition of "immigrant" includes students who are between 3-21 years old, who were not born in the United States, and who have not been attending one or more schools in any one or more states for more than three full academic years. The program has been moved to Title VII, Part C (Sec.7301). Federal law states the following:

"(a) FINDINGS. – The Congress finds that-

"(1) the education of our nation's children and youth is one of the most sacred government responsibilities;

"(2) local education agencies have struggled to fund adequately education services;

"(3) in the case Plyer v. Doe the Supreme Court held that the States have a responsibility under the Equal Protection Clause of the Constitution to educate all children regardless of immigrant status; and

"(4) immigration policy is solely the responsibility of the Federal Government.

"(b) PURPOSE. – The purpose of this part is to assist eligible local education agencies that experience unexpected large increases in their student population due to immigration--

"(1) provide high-quality instruction to immigrant children and youth; and

"(2) help such children and youth-

(A) with their transition to American society; and

(B) meet the same challenging state performance standards of all children and youth.

Immigrant students identified as limited English proficient (LEP) in AISD participate in one of two programs: Bilingual Education (BE), which provides dual language instruction in the major content areas, or ESL, which provides intensive English instruction. The purposes of the evaluation are: to gather data required by the state, and to review the data in terms of how it contributes to providing high-quality instruction; and to assist immigrant students in meeting the same challenging state performance standards expected of all students.

Student Characteristics

Upon arrival to AISD, immigrant students are identified through the Home Language Survey (HLS). A record with date of entry and other pertinent data is created and becomes part of the LEPS File. The following information is based on the count of immigrant students submitted through PEIMS to the Texas Education Agency in October 1998 and finalized in January 1999. In the 1998-99 school year, AISD served 2,107 immigrant students – 1,464 elementary school students (grades pre-K-6), 320 middle/junior high school students (grades 6-8), and 323 high school students (grades 9-12).

Outcome data for immigrant students were obtained for the three groups of students, elementary, middle/junior high school, and high school, through the use of OPE's GENeric Evaluation SYStem (GENESYS). Table 31 presents the number of immigrant students served and their respective grade levels. Please note the total number of elementary pre-K-K students (N=1,464) includes five special education students without grade assignments.

Table 31: Immigrant Students Served by AISD, by Grade, 1998-99

Grade	Number Served
Pre-K	195
K	283
1	349
2	190
3	164
4	118
5	153
EL 6*	7
Elementary Pre-K-6 Total	1,464
MS 6**	111
7	113
8	96
Middle School 6-8 Total	320
9	160
10	81
11	59
12	23
High School 9-12Total	323
Total Pre-K-12	2,107

*EL 6 = Elementary grade 6 **MS 6 = Middle School grade 6

Demographics

Table 32 presents demographic information on AISD's immigrant students for the1998-99 school year. Most immigrants are from low-income families. Like other limited English proficient students, as immigrant students make progress through school an increasingly greater percent of them become overage for their grade level. In middle school, 40% of immigrant students were overage, and in high school 58% were overage for their grade level.

Table 32: Immigrant Students Served, Demographic Indicators, 1998-99

Demographic Indicators	Elementary		Middle/Junior High School		High School	
	Number	Percent	Number	Percent	Number	Percent
Low Income	1,280	88%	281	88%	231	72%
Overage for Grade	155	11%	127	40%	187	58%
Special Education	55	4%	3	1%	2	1%
Gifted and Talented	15	1%	7	2%	0	0

Academic Progress

The achievement of immigrant students as measured by standardized tests (ITBS and TAAS) is presented in Tables 33 and 34. Table 33 presents the spring 1999 TAAS results.

- The percentage passing of immigrant students in grades 3 and 7 exceeded TAAS state standards in reading. In mathematics they scored 70% or above in grades 5, EL 6, MS 6, and 7.
- With the exception of grade 3 and 7, the percentages of immigrant students passing mathematics were higher than the percentages passing reading.
- Immigrant students in grade 4, had 77% (N=26) percent passing the writing test. The percentage passing in grade 8 was 34% (N=29), and in grade 10 the percent passing the exit level writing test was 39% (N=154).
- The remaining percentages passing in reading, mathematics, and all tests taken were below the state standard of 70% passing.

Table 33: Immigrant Students, Percent Passing English TAAS, 1998-99

1998-99	Reading		Mathematics		All Tests Taken	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	121	74%	121	69%	123	62%
4	67	45%	71	62%	79	44%
5	40	65%	45	93%	45	67%
EL 6*	3	33%	3	100%	3	33%
MS 6*	31	65%	31	81%	31	65%
7	32	75%	33	70%	33	67%
8	29	38%	28	64%	31	26%
Exit	154	47%	154	60%	154	32%

*EL 6 = Elementary grade 6 *MS 6 = Middle School grade 6

Table 34 gives the median percentile scores for the fall administration of the ITBS. The median percentiles for all grades in reading, mathematics, and composite scores were below the national average.

Table 34: Immigrant Students Served, Median Percentiles, ITBS, 1998-99

1998-99	Reading		Mathematics		Composite	
Grade	Number Tested	Median Percentile*	Number Tested	Median Percentile	Number Tested	Median Percentile
3	54	17	64	26	--	--
5	69	6	77	16	67	7
8	43	1	33	15	31	2

Median percentile- the 50th percentile represents the national average on all tests at all grades. The 50th percentile means 50% of the national normed group made a lower score (< 50) and 50% made a higher (> 50) score.

Data for immigrant students are summarized across grade spans in Table 35.

- Higher percentages of immigrant students in elementary and high school were recommended in spring 1999 for potential retention the following year than students districtwide.
- Compared with the GPAs for all middle/junior high school students, the GPAs for immigrant students were higher on average than their non-immigrant peers. The GPAs for immigrant students in high school were lower for both fall 1998 and spring 1999 than for students districtwide.
- The attendance rates for immigrant students were higher than the respective district attendance rates for elementary and middle/junior high and high school students overall, both in fall 1998 and spring 1999.
- Compared with the percentages of students involved in discipline incidents, the percentages for immigrant students were lower for elementary, middle/junior high school, and high school, for both semesters than for students districtwide.

Table 35: Immigrant Students Served, Other Indicators of Program Effectiveness, 1998-99

Indicator	Elementary		Middle/Junior High School		High School	
Potential Retention Rate						
District Rate	0.9%		1.5%		3.6%	
Immigrant Student Rate	2.0%		0.6%		4.3%	
Grade Point Average			*Fall*	*Spring*	*Fall*	*Spring*
District Average	N/A		83.9	83.5	81.6	81.1
Immigrant Student Av.			84.6	84.9	80.0	80.7
Attendance Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	96.6%	95.3%	94.7%	92.5%	90.4%	87.7%
Immigrant Student Rate	97.2%	96.3%	96.3%	94.9%	93.4%	90.1%
Discipline Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	1.5%	1.6%	9.2%	11.1%	6.7%	5.6%
Immigrant Student Rate	0.5%	0.2%	5.0%	10.0%	2.8%	3.7%

EIEP Budget Summary 1998-99

In 1998-99 the immigrant program was appropriated $ 381,000 from federal resources allocated to the state. The fund provided tutors, teachers, teacher assistants, summer school tuition, classroom reading materials, computer software, equipment, library resources, other program personnel, travel and indirect costs.

APPENDICES

APPENDIX A:

Text of 19 TAC
Chapter 89. Adaptations for Special Populations

Subchapter BB Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students

89.1260. Monitoring of Program and Enforcing Law and Commissioner's Rules.

a) Texas Education Agency (TEA) staff who are trained in assessing bilingual education and English as a second language programs shall monitor each school district in the state and enforce this subchapter in accordance with the Texas Education Code, 29.062 and 42.153.

b) To ensure a comprehensive monitoring and assessment effort to each district at least every three years, data reported by the district in the public Education Information Management System (PEIMS), data required by the commissioner of education, and data gathered through on-site monitoring will be used.

89.1265. Evaluation

a) All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.

b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language program, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level and to be made available to the monitoring teams according to 89.1260 if this title (relating to Monitoring of Programs and Enforcing Law and Commissioner's Rules).

c) Districts shall report to parents the progress of their child as a result of participation in the program offered to limited English proficient students in English and in the home language at least annually.

d) Local program approved under 89.1255 of this title (relating to Local Plan) shall develop a comprehensive evaluation design which utilizes formative and summative evaluative processes and specifically details performance measures for the limited English proficient students proposed to be served each year.

e) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code 11.253, for the purpose of improving student performance for limited English proficient students.

APPENDIX B

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1998-99

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
08/04/98 **3:30 PM-5:00 PM** **Sanchez Elementary** **Awareness/Application** **1.5 Hrs.**	New Teacher Orientation	**Participants will learn** the state requirements for identification and appropriate instructional placement for LEP students.	**Grades: K-5** 67 Teachers
08/05/98 **3:30 PM-5:00 PM** **Sanchez Elementary** **Awareness/Application** **1.5 Hrs.**	New Teacher Orientation	Participants will learn the state requirements for identification and appropriate instructional placement for LEP students.	Grades: K-4 59 Teachers
08/18/98 **3:30 PM-5:00 PM** **Allan Elementary** **Awareness/Application** **1.5 Hrs.**	Pre-IDEA and IDEA Training	Teachers will receive an overview on the administration of Pre-IDEA and IDEA Tests for grades Pre-K-6.	Grades: Pre-K-6 17 Teachers
08/18/98 **3:30 PM-5:00 PM** **Allan Elementary** **Awareness/Application** **1.5 Hrs.**	Pre-IDEA and IDEA Training	Teachers will receive an overview on the administration of Pre-IDEA and IDEA Tests for grades Pre-K-6.	Grades: K-6 12 Teachers
08/18/98 **3:30 PM-5:00 PM** **Brown Elementary** **Initiation** **1.5 Hrs.**	Incorporating "Estrellita " and Other Effective Literacy Practices in a Bilingual Class	The training includes a presentation on the management, application, and organization of the Estrellita Phonics Program. Ideas for daily lesson plans will be shared.	Grades: K-2 20 Teachers (Number estimated by bilingual coordinator.)
08/19/98 **3:30 PM-5:00 PM** **Brown Elementary** **Initiation** **1.5 Hrs.**	Incorporating "Estrellita " and Other Effective Literacy Practices in a Bilingual Class	The training includes a presentation on the management, application, and organization of the Estrellita Phonics Program. Ideas for daily lesson plans will be shared.	Grades: K-2 20 Teachers (Number estimated by bilingual coordinator.)

APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1998-99

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
08/25/98 **8:00 AM-11:30 AM** **Allan Elementary** **Awareness/Application** **3.5 Hrs.**	Language Proficiency Assessment Committee (LPAC) Chairpersons' Training	The role of the LPACS, how they can assist the campuses in meeting the state requirements of completing all LEP identification procedures, and how they can plan appropriate instruction for LEP students will be discussed.	Grades: Pre-K-6 50 Teachers, LPAC Chairpersons, Helping Teachers, Assistant Principals, Counselor
08/25/98 **3:30 PM-5:00 PM** **Allan Elementary** **Awareness/Application** **1.5 Hrs.**	Orientation to the Bilingual Education Handbook	Teachers will review the Bilingual/ESL Programs, the identification process, the instructional program, and appropriate placement for LEP students.	Grades: K-6 16 Teachers
08/25/98 **3:30 PM-5:00 PM** **Allan Elementary** **Awareness/Application** **1.5 Hrs.**	Orientation to the Bilingual Education Handbook	Teachers will review the Bilingual/ESL Programs, the identification process, the instructional program, and appropriate placement for LEP students.	Grades: K-2 19 Teachers
08/25/98 **3:30 PM-5:30 PM** **Galindo Elementary** **Initiation** **2.0 Hrs.**	Incorporating "Estrellita" and Other Effective Literacy Practices in a Bilingual Class	The training includes a presentation on the management, application, and organization of the Estrellita Phonics Program. Ideas for daily lesson plans will be shared.	Grades: K-2 20 Teachers (Number estimated by bilingual coordinator.)
08/26/98 **3:30 PM-5:30 PM** **Galindo Elementary** **Initiation** **2.0 Hrs.**	Incorporating "Estrellita" and Other Effective Literacy Practices in a Bilingual Class	The training includes a presentation on the management, application, and organization of the Estrellita Phonics Program. Ideas for daily lesson plans will be shared.	Grades: K-2 29 Teachers, Assistant Principal

APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1998-99

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
08/27/98 **8:30 AM-11:30 PM** **Allan Elementary** **Awareness/Application** 3.0 Hrs.	ESL Handbook LPAC Chairpersons	The role of the LPACS, how they can assist the campuses in meeting the state requirements of completing all LEP identification procedures, and how they can plan appropriate instruction for LEP students will be discussed.	Grades: 6-12 30 Teachers, Assistant Principals, Counselors
09/03/98 **8:30 AM-11:30 AM** **PDA Application / Implementation** **3.0 Hrs.**	Limited English Proficient (LEP) Data Entry for Clerical Staff	Participants will receive hands-on training in a computer laboratory setting. They will learn how to input LEP student data.	Grades: Pre-K-6 13 Attendance Clerks, Assistant Principals, Counselors
09/03/98 **1:00 PM-4:00 PM** **PDA Application / Implementation** **3.0 Hrs.**	Limited English Proficient (LEP) Data Entry for Clerical Staff	Participants will receive hands-on training in a computer laboratory setting. They will learn how to input LEP student data.	Grades: Pre-K-6 12 Assistant Principals, Clerks, Bilingual Coordinator
09/04/98 **8:30 AM-11:30 AM** **PDA Application / Implementation** **3.0 Hrs.**	Limited English Proficient (LEP) Data Entry for Clerical Staff	Participants will receive hands-on training in a computer laboratory setting. They will learn how to input LEP student data.	Grades: Pre-K-6 25 LPAC Chairpersons, Clerks, Assistant Principals, Counselors
09/04/98 **1:00 PM-4:00 PM** **PDA Application / Implementation** **3.0 Hrs.**	Limited English Proficient (LEP) Data Entry for Clerical Staff	Participants will receive hands-on training in a computer laboratory setting. They will learn how to input LEP student data.	Grades: 6-12 21 Assistant Principal, Counselors, Data Clerks, Guidance Secretaries, Teacher, Library Assistant
09/08/98 **4:00 PM-6:30 PM** **PDA Application / Implementation** **2.5 Hrs.**	ESL Adopted Materials	The training is designed to help teachers become aware of and learn how to use the Hampton Brown ESL adopted materials.	Grades: 1-4 4 Teachers

APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1998-99

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
09/09/98 **3:30 PM-5:00 PM** **Sanchez Elementary** **Implementation** **1.5 Hrs.**	Spanish TAAS Guidelines for Bilingual Teachers, Grades 3-6	Participant will review guidelines on the assessment of bilingual students and how to determine when it is appropriate to test students with the Spanish TAAS. Discussion will focus on LPAC and teacher responsibilities in making a decision on the language in which the student will be tested.	Grades: 3-6 104 Principals, Assistant Principals, Teachers, Helping Teachers, Counselors
09/15/98 **3:30 PM-5:30 PM** **Metz Elementary** **Implementation** **2.0 Hrs.**	Organizing for Reading Groups: Meaningful Reading and Writing Activities	Participants will learn how to organize a bilingual environment that supports meaningful reading and writing centers. Discussion will focus on how to organize reading groups and learning centers that promote authentic learning and student products. Student management ideas will also be shared.	Grades: 1-5 11 Teachers
09/19/98 **8:30 AM-3:30 PM** **PDA Implementation** **7.0 Hrs.**	Texas Oral Proficiency Test (T.O.P.T.)	The training is designed to prepare teachers by reviewing for the T.O.P.T.	Grades: Pre-K-12 6 Teachers
09/22/98 **3:30 PM-5:30 PM** **Dawson Elementary** **Implementation** **2.0 Hrs.**	Houghton Mifflin (HM) Spelling and Spanish Support for Bilingual Students, Grades 1-5	Teachers will be given an overview of the Spanish supplement of the newly adopted English spelling series for grades 1-5. HM includes spelling lessons, activities for transition, and ESL support. They will become familiar with the lesson format, grammar activities, and proofreading skills.	Grades: 1-5 9 Teachers, Bilingual Coordinator

APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1998-99

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
09/29/98 **3:30 PM-5:30 PM** **Hart Elementary** **Implementation** **2.0 Hrs.**	Houghton Mifflin (HM) Spelling and Spanish Support for Bilingual Students. Grades 1-5	Participants will be given an overview of the Spanish supplement of the newly adopted English spelling series for grades 1-5. HM includes Spanish spelling lessons, activities for transition, and ESL support. Participants will become familiar with the lesson format, phonics, and grammar activities and proofreading skills.	Grades: 1-5 5 Teachers
09/30/98 **3:30 PM-5:30 PM** **Brown Elementary** **Initiation** **2.0 Hrs.**	Incorporating "Estrellita" and Other Effective Literacy Practices in a Bilingual Class	The training includes a presentation on the management, application, and organization of the Estrellita Phonics Program. Ideas for daily lesson plans will be shared.	Grades: K-2 22 Teachers
10/05/98 **3:30 PM-5:30 PM** **PDA Implementation** **2.0 Hrs.**	Práctica en Español para Maestros	Six sessions of activities for bilingual teachers to learn new vocabulary, practice reading and writing in Spanish and use Spanish to discuss topics. Participants will read Spanish literature and keep a reflective journal.	Grades: Pre-K-12 10 Teachers

APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1998-99

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
10/06/98 **3:30 PM-5:30 PM** **Metz Elementary** **Implementation** **2.0 Hrs.**	Organizing for Reading Groups: Meaningful Reading and Writing Activities	Participants will learn how to organize a bilingual environment that supports meaningful reading and writing centers. Discussion will focus on how to organize reading groups and learning centers that promote authentic learning and student products. Student management ideas will also be shared.	Grades: K-6 11 Teachers, Curriculum Specialist
10/17/98 **8:30 AM-3:30 PM** **PDA Initiation** **7.0 Hrs.**	ESL ExCET Review (Examination for the Certification of Educators in Texas)	The training is designed to prepare teachers for the state certification examination by reviewing testing strategies and ESL methodology.	Grades: K-8 23 Teachers
10/17/98 **8:30 AM-3:30 PM** **PDA Initiation** **7.0 Hrs.**	Bilingual Education ExCET Review (Examination for the Certification of Educators in Texas)	The training is designed to prepare teachers for the state certification examination by reviewing testing strategies and bilingual/ESL methodology.	Grades: K-8 5 Teachers
10/20/98 **8:00 AM-4:00 PM** **PDA Implementation** **8.0 Hrs.**	Effective Reading and Writing Strategies for Secondary ESL Students	Participants will work in cooperative groups to learn effective reading and writing strategies for ESL students. The discussion will also focus on portfolio assessment.	Grades: 6-12 24 Teachers

APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1998-99

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
10/28/98 **3:30 PM-5:30 PM** **Brown Elementary** **Initiation** **2.0 Hrs.**	Writing for the Young Learner	The session will model strategies for encouraging young learners to write.	Grades: Pre-K-1 28 Teachers, Helping Teacher
11/02/98 **3:30 PM-6:30 PM** **PDA Application** **3.0 Hrs.**	Fall Summit Re-framing Transition: Native Language/Reading to English Language Reading	Participants will review the district's Transition Guidelines, specifically the instructional components and skill development involved in making the transition from Spanish reading to English reading.	Pre-K-6 65 Teachers
11/02/98 **3:30 PM-5:30 PM** **PDA Implementation** **2.0 Hrs.**	Práctica en Español para Maestros	Six sessions of activities for bilingual teachers to learn new vocabulary, practice reading and writing in Spanish and use Spanish to discuss topics. Participants will read Spanish literature and keep a reflective journal.	Grades: Pre-K-12 8 Teachers, Helping Teacher
11/04/98 **3:30 PM-5:00 PM** **PDA Implementation** **1.5 Hrs.**	Making Words in Spanish	Making words is an exciting activity in which students arrange letters to make words.	Grades: K-2 27 Teachers
11/10/98 **8:00 AM-4:00 PM** **PDA Implementation** **7.0 Hrs.**	Spanish TAAS Instructional Strategies for Language Arts, Grades 3-6	Participants will learn effective instructional strategies to address TAAS objectives for reading and writing. Teachers will bring their campus Spanish TAAS report for analysis and participate in a group discussion on how to improve student performance at the campus level.	Grades: 3-6 53 Teachers

APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1998-99

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
11/10/98 **3:30 PM-5:00 PM** **Hart Elementary** **Initiation** **1.5 Hrs.**	Into English ESL Kindergarten Program	Teachers who have used (piloted) the Kindergarten Program will present sample lessons and demonstrate the units and the theme connections.	Grades: Pre-K-K 28 Teachers
11/17/98 **3:30 PM-5:30 PM** **PDA Implementation** **2.0 Hrs.**	Spanish TAAS Instructional Strategies for Mathematics, Grades 3-6	Participants will learn effective instructional strategies to address TAAS mathematics objectives. A packet of information will be shared.	Grades: 3-6 13 Teachers
12/07/98 **3:30 PM-5:30 PM** **PDA Implementation** **2.0 Hrs.**	Práctica en Español para Maestros	Six sessions of activities for bilingual teachers to learn new vocabulary, practice reading and writing in Spanish and use Spanish to discuss topics. Participants will read Spanish literature and keep a reflective journal.	Grades: Pre-K-12 6 Teachers, Helping Teacher
01/05/99 **3:30 PM-5:00 PM** **PDA Implementation** **1.5 Hrs.**	Spanish TAAS Guidelines for Bilingual Teachers, Grades 3-6	Participant will review guidelines on the assessment of bilingual students and how to determine when it is appropriate to test students with the Spanish TAAS. Discussion will focus on LPAC and teacher responsibilities in making a decision on the language in which the student will be tested.	Grades: 3-6 1 Teacher

APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1998-99

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
01/12/99 **3:30 PM-5:30 PM** **Metz Elementary** **Implementation** **2.0 Hrs.**	Interactive and Guided Writing: Helping Emergent Writers	Participants will learn how to conduct interactive and guided writing activities with their students. Discussion will focus on the roles of the teacher and student in the interactive writing process.	Grades: K-6 Teachers
02/01/99 **3:30 PM-5:30 PM** **PDA Implementation** **2.0 Hrs.**	Práctica en Español para Maestros	Six sessions of activities for bilingual teachers to learn new vocabulary, practice reading and writing in Spanish and use Spanish to discuss topics. They will read Spanish literature and keep a reflective journal.	Grades: Pre-K-12 6 Teachers, Helping Teacher
02/09/99 **8:00 AM-4:00 PM** **PDA Implementation** **8.0 Hrs.**	Language Assessment Scales-Oral (LAS-O) Test Training	Teachers will receive an overview on the administration of the LAS-O Test. They will practice administering the test and scoring written samples of the test.	Grades: Pre-K-12 72 Teachers
03/01/99 **3:30 PM-5:30 PM** **PDA Implementation** **2.0 Hrs.**	Práctica en Español para Maestros	Six sessions of activities for bilingual teachers to learn new vocabulary, practice reading and writing in Spanish and use Spanish to discuss topics. They will read Spanish literature and keep a reflective journal.	Grades: Pre-K-12 7 Teachers, Helping Teacher
04/07/99 **3:30 PM-5:00 PM** **PDA Implementation** **1.5 Hrs.**	In Transition Reading	Participants will be introduced to the new district transition standard. Teachers will learn about the assessment criteria and instructional components for the *In Transition Reading Process*.	Grades: 2-6 9 Teachers

APPENDIX B (CONTINUED)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1998-99

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
04/10/99 **8:30 AM-3:30 PM** **PDA Initiation** **7.0 Hrs.**	ESL ExCET Review (Examination for the Certification of Educators in Texas)	The training is designed to prepare teachers for the state certification examination by reviewing testing strategies and ESL methodology.	Grades: Pre-K-12 14 Teachers
04/10/99 **8:30 AM-3:30 PM** **PDA Initiation** **7.0 Hrs.**	Bilingual Education ExCET Review (Examination for the Certification of Educators in Texas)	The training is designed to prepare teachers for the state certification examination by reviewing testing strategies and bilingual/ESL methodology.	Grades: Pre-K-12 7 Teachers
04/12/99 **3:30 PM-5:30 PM** **Private Home Implementation** **2.0 Hrs.**	Práctica en Español para Maestros	Six sessions of activities for bilingual teachers to learn new vocabulary, practice reading and writing in Spanish and use Spanish to discuss topics. They will read Spanish literature and keep a reflective journal.	Grades: Pre-K-12 4 Teachers. Helping Teacher
05/22/99 **8:30 AM-3:30 PM** **PDA Implementation** **7.0 Hrs.**	Texas Oral Proficiency Test (T.O.P.T.)	The training is designed to prepare teachers by reviewing for the T.O.P.T.	Grades: Pre-K-12 6 Teachers
05/27/99 **8:30 AM-3:00 PM** **Hyatt Hotel Implementation** **6.0 Hrs.**	Bilingual/ ESL Language Summer Summit	The 1999 Bilingual Summer Summit will focus on accelerating second language acquisition and native language reading and writing skills. Teachers will have the opportunity to share proven techniques that accelerate and reinforce students' language skills. Participants will learn the latest research from nationally known language experts.	Grades: Pre-K-12 256 Teachers

APPENDIX C.1

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Language Proficiency Assessment Committee (LPAC) Chairpersons, Training (N = 26)

August 25, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.	8%		8%	30%	46%	8%
2. Were in agreement with the stated objectives.	8%		8%	34%	42%	8%
3. Were stimulating.	8%		4%	34%	46%	8%
4. Were at appropriate levels.	8%		4%	34%	46%	8%
5. Were appropriately paced.	8%	4%	19%	27%	34%	8%
6. Indicated thoughtful planning.	8%			30%	54%	8%
7. Were effectively organized.	8%			42%	42%	8%
8. Were applicable to your work setting.	8%			31%	57%	4%
II. Instructor						
9. Was knowledgeable.	8%			23%	69%	
10. Used effective techniques.	8%		8%	27%	46%	11%
11. Encouraged exchange of ideas.	8%		19%	19%	38%	15%
III. Environment						
12. Facilities were adequate.	8%		8%	27%	54%	3%
13. Time was appropriate.	8%	15%	8%	23%	38%	8%

APPENDIX C.2

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Orientation to the Bilingual Education Handbook (N = 11)

August 25, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				55%	45%	
2. Were in agreement with the stated objectives.				55%	45%	
3. Were stimulating.				73%	27%	
4. Were at appropriate levels.				73%	27%	
5. Were appropriately paced.				55%	45%	
6. Indicated thoughtful planning.				55%	45%	
7. Were effectively organized.				73%	27%	
8. Were applicable to your work setting.			9%	45%	45%	
II. Instructor						
9. Was knowledgeable.				27%	73%	
10. Used effective techniques.			9%	55%	36%	
11. Encouraged exchange of ideas.				73%	27%	
III. Environment						
12. Facilities were adequate.				64%	36%	
13. Time was appropriate.				64%	36%	

APPENDIX C.3

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Orientation to the Bilingual Education Handbook (N = 13)

August 25, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				31%	69%	
2. Were in agreement with the stated objectives.				23%	77%	
3. Were stimulating.				15%	85%	
4. Were at appropriate levels.				23%	77%	
5. Were appropriately paced.				23%	77%	
6. Indicated thoughtful planning.				23%	77%	
7. Were effectively organized.				23%	77%	
8. Were applicable to your work setting.				15%	85%	
II. Instructor						
9. Was knowledgeable.				8%	92%	
10. Used effective techniques.			8%	23%	69%	
11. Encouraged exchange of ideas.				73%	27%	
III. Environment						
12. Facilities were adequate.			8%	15%	77%	
13. Time was appropriate.		8%		15%	77%	

APPENDIX C.4

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Incorporating "Estrellita" and Other Effective Literacy Practices in a Bilingual Class (N = 29)

August 26, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.			3%	17%	79%	8%
2. Were in agreement with the stated objectives.			3%	14%	83%	8%
3. Were stimulating.			7%	21%	72%	8%
4. Were at appropriate levels.			7%	14%	79%	
5. Were appropriately paced.			3%	14%	79%	3%
6. Indicated thoughtful planning.		3%		10%	86%	
7. Were effectively organized.				10%	90%	
8. Were applicable to your work setting.			7%	10%	83%	
II. Instructor						
9. Was knowledgeable.				14%	86%	
10. Used effective techniques.			3%	10%	86%	
11. Encouraged exchange of ideas.			10%	7%	83%	
III. Environment						
12. Facilities were adequate.		3%	14%	21%	62%	
13. Time was appropriate.		10%		21%	69%	

APPENDIX C.5

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

ESL Handbook LPAC Chairpersons (N = 27)

August 27, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.	4%			30%	66%	
2. Were in agreement with the stated objectives.	4%			30%	66%	
3. Were stimulating.	4%		4%	33%	59%	
4. Were at appropriate levels.	4%		4%	30%	62%	
5. Were appropriately paced.	4%		4%	26%	66%	
6. Indicated thoughtful planning.	4%			19%	77%	
7. Were effectively organized.	4%			15%	81%	
8. Were applicable to your work setting.	4%			26%	70%	
II. Instructor						
9. Was knowledgeable.	4%			15%	81%	
10. Used effective techniques.	4%			26%	70%	
11. Encouraged exchange of ideas.	4%		4%	11%	81%	
III. Environment						
12. Facilities were adequate.	4%			22%	74%	
13. Time was appropriate.	4%	7%	4%	26%	59%	

APPENDIX C.6

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Limited English Proficient (LEP) Data Entry for Clerical Staff (N = 10)

September 3, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				40%	60%	
2. Were in agreement with the stated objectives.				40%	60%	
3. Were stimulating.			20%	10%	50%	20%
4. Were at appropriate levels.			10%	30%	50%	10%
5. Were appropriately paced.				40%	50%	10%
6. Indicated thoughtful planning.				20%	60%	20%
7. Were effectively organized.				20%	70%	10%
8. Were applicable to your work setting.			10%	20%	60%	10%
II. Instructor						
9. Was knowledgeable.				20%	70%	10%
10. Used effective techniques.				20%	70%	10%
11. Encouraged exchange of ideas.				30%	60%	10%
III. Environment						
12. Facilities were adequate.			10%	20%	60%	10%
13. Time was appropriate.				20%	70%	10%

APPENDIX C.7

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Limited English Proficient (LEP) Data Entry for Clerical Staff (N = 9)

September 3, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				33%	67%	
2. Were in agreement with the stated objectives.				56%	44%	
3. Were stimulating.			11%	44%	44%	
4. Were at appropriate levels.			11%	33%	56%	
5. Were appropriately paced.			11%	22%	56%	11%
6. Indicated thoughtful planning.				33%	56%	11%
7. Were effectively organized.			11%	22%	67%	
8. Were applicable to your work setting.			11%	22%	67%	
II. Instructor						
9. Was knowledgeable.				22%	78%	
10. Used effective techniques.			11%	22%	67%	
11. Encouraged exchange of ideas.				33%	67%	
III. Environment						
12. Facilities were adequate.				33%	67%	
13. Time was appropriate.				33%	67%	

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APPENDIX C.8

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Limited English Proficient (LEP) Data Entry for Clerical Staff (N = 16)

September 4, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.	6%		6%	25%	56%	6%
2. Were in agreement with the stated objectives.	6%		6%	25%	63%	
3. Were stimulating.			25%	25%	50%	
4. Were at appropriate levels.	6%		6%	25%	63%	
5. Were appropriately paced.	6%		6%	19%	69%	
6. Indicated thoughtful planning.	6%		6%	19%	69%	
7. Were effectively organized.	6%		6%	13%	75%	
8. Were applicable to your work setting.	6%		6%	13%	75%	
II. Instructor						
9. Was knowledgeable.	6%		6%	6%	81%	
10. Used effective techniques.	6%		6%	6%	81%	
11. Encouraged exchange of ideas.	6%		6%	13%	69%	6%
III. Environment						
12. Facilities were adequate.	6%		6%	19%	69%	
13. Time was appropriate.	6%		13%	13%	69%	

APPENDIX C.9

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Limited English Proficient (LEP) Data Entry for Clerical Staff (N = 15)

September 4, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				40%	60%	
2. Were in agreement with the stated objectives.				33%	67%	
3. Were stimulating.		7%	7%	27%	60%	
4. Were at appropriate levels.			7%	33%	60%	
5. Were appropriately paced.				33%	60%	7%
6. Indicated thoughtful planning.				33%	67%	
7. Were effectively organized.				40%	60%	
8. Were applicable to your work setting.		7%	7%	13%	73%	
II. Instructor						
9. Was knowledgeable.				13%	87%	
10. Used effective techniques.				20%	80%	
11. Encouraged exchange of ideas.			7%	27%	67%	
III. Environment						
12. Facilities were adequate.	7%		7%	13%	73%	
13. Time was appropriate.		7%		27%	67%	

APPENDIX C.10

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

ESL Adopted Material (N = 3)

September 8, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.					100%	
2. Were in agreement with the stated objectives.					100%	
3. Were stimulating.					100%	
4. Were at appropriate levels.				33%	67%	
5. Were appropriately paced.					100%	
6. Indicated thoughtful planning.					100%	
7. Were effectively organized.					100%	
8. Were applicable to your work setting.					100%	
II. Instructor						
9. Was knowledgeable.					100%	
10. Used effective techniques.					100%	
11. Encouraged exchange of ideas.				33%	67%	
III. Environment						
12. Facilities were adequate.	67%				33%	
13. Time was appropriate.	33%		33%	33%		

APPENDIX C.11

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Spanish TAAS Guidelines for Bilingual Teachers, Grades 3-6 (N = 31)

September 9, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.			13%	45%	39%	3%
2. Were in agreement with the stated objectives.			6%	52%	39%	3%
3. Were stimulating.	3%	6%	16%	61%	13%	
4. Were at appropriate levels.		6%	6%	55%	29%	3%
5. Were appropriately paced.		16%	10%	45%	26%	3%
6. Indicated thoughtful planning.		6%	19%	35%	35%	3%
7. Were effectively organized.		6%	23%	32%	35%	3%
8. Were applicable to your work setting.			13%	39%	45%	3%
II. Instructor						
9. Was knowledgeable.			13%	32%	55%	
10. Used effective techniques.	3%	10%	26%	26%	35%	
11. Encouraged exchange of ideas.		3%	16%	29%	52%	
III. Environment						
12. Facilities were adequate.	3%	6%	16%	48%	26%	
13. Time was appropriate.	3%	3%	16%	52%	26%	

APPENDIX C.12

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Organizing for Reading Groups: Meaningful Reading and Writing Activities (N = 11)

September 15, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.					100%	
2. Were in agreement with the stated objectives.				9%	91%	
3. Were stimulating.					100%	
4. Were at appropriate levels.				27%	73%	
5. Were appropriately paced.				9%	91%	
6. Indicated thoughtful planning.					100%	
7. Were effectively organized.					100%	
8. Were applicable to your work setting.			9%	9%	82%	
II. Instructor						
9. Was knowledgeable.				9%	91%	
10. Used effective techniques.				9%	91%	
11. Encouraged exchange of ideas.				9%	91%	
III. Environment						
12. Facilities were adequate.					100%	
13. Time was appropriate.					100%	

APPENDIX C.13

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Texas Oral Proficiency Test (N = 6)

September 19, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.					**100%**	
2. Were in agreement with the stated objectives.				**9%**	**91%**	
3. Were stimulating.					**100%**	
4. Were at appropriate levels.				**27%**	**73%**	
5. Were appropriately paced.				**9%**	**91%**	
6. Indicated thoughtful planning.					**100%**	
7. Were effectively organized.					**100%**	
8. Were applicable to your work setting.				**17%**	**83%**	
II. Instructor						
9. Was knowledgeable.					**100%**	
10. Used effective techniques.					**100%**	
11. Encouraged exchange of ideas.					**100%**	
III. Environment						
12. Facilities were adequate.					**100%**	
13. Time was appropriate.					**100%**	

APPENDIX C.14

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Houghton Mifflin (HM) Spelling and Spanish Support for Bilingual Students, Grades 1-5 (N = 2)

September 29, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.					100%	
2. Were in agreement with the stated objectives.					100%	
3. Were stimulating.				50%	50%	
4. Were at appropriate levels.					100%	
5. Were appropriately paced.					100%	
6. Indicated thoughtful planning.					100%	
7. Were effectively organized.					100%	
8. Were applicable to your work setting.					100%	
II. Instructor						
9. Was knowledgeable.					100%	
10. Used effective techniques.					100%	
11. Encouraged exchange of ideas.					100%	
III. Environment						
12. Facilities were adequate.					100%	
13. Time was appropriate.					100%	

APPENDIX C.15

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Incorporating "Estrellita" and Other Effective Literacy Practices in a Bilingual Classroom (N = 20)

September 30, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.					100%	
2. Were in agreement with the stated objectives.				10%	90%	
3. Were stimulating.				10%	90%	
4. Were at appropriate levels.				20%	80%	
5. Were appropriately paced.				10%	90%	
6. Indicated thoughtful planning.				10%	90%	
7. Were effectively organized.				80%	90%	
8. Were applicable to your work setting.				10%	90%	
II. Instructor						
9. Was knowledgeable.				10%	90%	
10. Used effective techniques.				10%	90%	
11. Encouraged exchange of ideas.			10%	10%	80%	
III. Environment						
12. Facilities were adequate.				20%	80%	
13. Time was appropriate.				20%	80%	

APPENDIX C.16

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Práctica en Español para Maestros (N = 6)

October 5, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.	17%			17%	66%	
2. Were in agreement with the stated objectives.	17%			17%	66%	
3. Were stimulating.	17%		17%		66%	
4. Were at appropriate levels.	17%			17%	66%	
5. Were appropriately paced.	17%			17%	66%	
6. Indicated thoughtful planning.	17%			17%	66%	
7. Were effectively organized.	17%			17%	66%	
8. Were applicable to your work setting.	17%			17%	66%	
II. Instructor						
9. Was knowledgeable.	17%				83%	
10. Used effective techniques.	17%				83%	
11. Encouraged exchange of ideas.	17%				83%	
III. Environment						
12. Facilities were adequate.	17%				83%	
13. Time was appropriate.	17%				83%	

APPENDIX C.17

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Organizing for Reading Groups: Meaningful Reading and Writing Activities (N = 10)

October 6, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				**20%**	**80%**	
2. Were in agreement with the stated objectives.			**10%**	**10%**	**80%**	
3. Were stimulating.				**10%**	**90%**	
4. Were at appropriate levels.				**20%**	**80%**	
5. Were appropriately paced.				**20%**	**80%**	
6. Indicated thoughtful planning.				**10%**	**90%**	
7. Were effectively organized.				**10%**	**90%**	
8. Were applicable to your work setting.				**10%**	**90%**	
II. Instructor						
9. Was knowledgeable.				**10%**	**90%**	
10. Used effective techniques.				**20%**	**80%**	
11. Encouraged exchange of ideas.					**100%**	
III. Environment						
12. Facilities were adequate.					**100%**	
13. Time was appropriate.					**100%**	

APPENDIX C.18

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

ESL ExCET Review (Examination for the Certification of Educators in Texas) (N = 22)

October 17, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				27%	72%	
2. Were in agreement with the stated objectives.				27%	68%	
3. Were stimulating.			18%	41%	41%	
4. Were at appropriate levels.			9%	23%	68%	
5. Were appropriately paced.		5%		36%	59%	
6. Indicated thoughtful planning.			5%	31%	64%	
7. Were effectively organized.				31%	68%	
8. Were applicable to your work setting.			5%	27%	68%	
II. Instructor						
9. Was knowledgeable.				14%	86%	
10. Used effective techniques.				31%	68%	
11. Encouraged exchange of ideas.				23%	72%	
III. Environment						
12. Facilities were adequate.		23%	14%	18%	45%	
13. Time was appropriate.		9%	5%	36%	50%	

APPENDIX C.19

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Bilingual Education ExCET Review (Examination for the Certification of Educators in Texas) (N = 5)

October 17, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				60%	40%	8%
2. Were in agreement with the stated objectives.				60%	40%	
3. Were stimulating.				60%	40%	
4. Were at appropriate levels.				60%	40%	
5. Were appropriately paced.				60%	40%	
6. Indicated thoughtful planning.				20%	80%	
7. Were effectively organized.					100%	
8. Were applicable to your work setting.					100%	
II. Instructor						
9. Was knowledgeable.					100%	
10. Used effective techniques.				20%	80%	
11. Encouraged exchange of ideas.					100%	
III. Environment						
12. Facilities were adequate.				20%	80%	
13. Time was appropriate.			20%	20%	60%	

APPENDIX C.20

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Effective Reading and Writing Strategies for Secondary ESL Students (N = 14)

October 20, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				21%	79%	
2. Were in agreement with the stated objectives.				7%	93%	
3. Were stimulating.				43%	57%	
4. Were at appropriate levels.				21%	79%	
5. Were appropriately paced.			7%	21%	71%	
6. Indicated thoughtful planning.				21%	79%	
7. Were effectively organized.			7%	14%	79%	
8. Were applicable to your work setting.				21%	79%	
II. Instructor						
9. Was knowledgeable.				21%	79%	
10. Used effective techniques.				21%	79%	
11. Encouraged exchange of ideas.				7%	93%	
III. Environment						
12. Facilities were adequate.				21%	79%	
13. Time was appropriate.			7%	29%	64%	

APPENDIX C.21

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Writing for the Young Learner (N = 17)

October 28, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.	6%			25%	69%	
2. Were in agreement with the stated objectives.	6%			25%	69%	
3. Were stimulating.	6%			19%	75%	
4. Were at appropriate levels.	6%			19%	75%	
5. Were appropriately paced.	6%			25%	69%	
6. Indicated thoughtful planning.	6%			13%	81%	
7. Were effectively organized.	6%			19%	75%	
8. Were applicable to your work setting.	6%		6%	13%	75%	
II. Instructor						
9. Was knowledgeable.	6%			13%	81%	
10. Used effective techniques.	6%			19%	75%	
11. Encouraged exchange of ideas.	6%			25%	69%	
III. Environment						
12. Facilities were adequate.	6%		6%	13%	75%	
13. Time was appropriate.	6%			19%	75%	

APPENDIX C.22

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Fall Summit Re-Framing Transition: Native Language Reading to English Language Reading (N = 50)

November 2, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.			2%	50%	48%	
2. Were in agreement with the stated objectives.			6%	44%	50%	
3. Were stimulating.			10%	38%	50%	2%
4. Were at appropriate levels.			8%	50%	40%	2%
5. Were appropriately paced.			6%	44%	50%	
6. Indicated thoughtful planning.			2%	46%	52%	
7. Were effectively organized.			2%	48%	48%	2%
8. Were applicable to your work setting.			4%	36%	60%	
II. Instructor						
9. Was knowledgeable.			4%	24%	72%	
10. Used effective techniques.			4%	30%	62%	4%
11. Encouraged exchange of ideas.			2%	24%	74%	
III. Environment						
12. Facilities were adequate.	2%		8%	38%	50%	2%
13. Time was appropriate.			8%	42%	46%	4%

APPENDIX C.23

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Práctica en Español para Maestros (N = 8)

November 2, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				12%	88%	
2. Were in agreement with the stated objectives.				12%	88%	
3. Were stimulating.				12%	88%	
4. Were at appropriate levels.				25%	75%	
5. Were appropriately paced.				25%	75%	
6. Indicated thoughtful planning.				12%	88%	
7. Were effectively organized.				12%	88%	
8. Were applicable to your work setting.				12%	88%	
II. Instructor						
9. Was knowledgeable.				12%	88%	
10. Used effective techriques.				25%	75%	
11. Encouraged exchange of ideas.				12%	88%	
III. Environment						
12. Facilities were adequate.				12%	88%	
13. Time was appropriate.				12%	88%	

APPENDIX C.24

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Making Words in Spanish (N = 21)

November 4, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				10%	90%	
2. Were in agreement with the stated objectives.				10%	90%	
3. Were stimulating.				14%	86%	
4. Were at appropriate levels.				14%	86%	
5. Were appropriately paced.				14%	86%	
6. Indicated thoughtful planning.				14%	86%	
7. Were effectively organized.				14%	86%	
8. Were applicable to your work setting.				5%	95%	
II. Instructor						
9. Was knowledgeable.				10%	90%	
10. Used effective techniques.				19%	81%	
11. Encouraged exchange of ideas.				14%	86%	
III. Environment						
12. Facilities were adequate				5%	95%	
13. Time was appropriate.				10%	90%	

APPENDIX C.25

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Spanish TAAS Instructional Strategies for Language Arts, Grades 3-6 (N = 43)

November 10, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.		4%	7%	47%	42%	
2. Were in agreement with the stated objectives.		4%	14%	37%	44%	
3. Were stimulating.	4%	7%	14%	40%	33%	2%
4. Were at appropriate levels.		4%	12%	42%	42%	
5. Were appropriately paced.		4%	16%	44%	35%	
6. Indicated thoughtful planning.		4%	14%	40%	42%	
7. Were effectively organized.		2%	16%	40%	42%	
8. Were applicable to your work setting.	4%	2%	4%	35%	53%	
II. Instructor						
9. Was knowledgeable.		2%	4%	42%	51%	
10. Used effective techniques.		7%	18%	44%	30%	
11. Encouraged exchange of ideas.		7%	18%	40%	35%	
III. Environment						
12. Facilities were adequate.			14%	44%	42%	
13. Time was appropriate.			14%	42%	44%	

APPENDIX C.26

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Into English ESL Kindergarten Program (N = 12)

November 10, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				50%	50%	
2. Were in agreement with the stated objectives.				50%	42%	8%
3. Were stimulating.				33%	58%	8%
4. Were at appropriate levels.				42%	50%	8%
5. Were appropriately paced.				42%	50%	8%
6. Indicated thoughtful planning.				42%	50%	8%
7. Were effectively organized.				33%	58%	8%
8. Were applicable to your work setting.				42%	50%	8%
II. Instructor						
9. Was knowledgeable.				42%	58%	
10. Used effective techniques.				42%	50%	8%
11. Encouraged exchange of ideas.			8%	42%	42%	8%
III. Environment						
12. Facilities were adequate.				42%	58%	
13. Time was appropriate.				42%	50%	8%

APPENDIX C.27

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Spanish TAAS Instructional Strategies for Mathematics, Grades 3-6 (N = 13)

November 17, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				38%	62%	
2. Were in agreement with the stated objectives.		8%	8%	38%	46%	
3. Were stimulating.			38%	23%	38%	
4. Were at appropriate levels.		8%	23%	38%	31%	
5. Were appropriately paced.			23%	30%	46%	
6. Indicated thoughtful planning.			15%	30%	54%	
7. Were effectively organized.		8%	8%	38%	46%	
8. Were applicable to your work setting.	8%	8%	8%	30%	46%	
II. Instructor						
9. Was knowledgeable.			8%	30%	54%	8%
10. Used effective techniques.			30%	8%	54%	8%
11. Encouraged exchange of ideas.			15%	31%	46%	8%
III. Environment						
12. Facilities were adequate.				46%	46%	8%
13. Time was appropriate.				62%	30%	8%

APPENDIX C.28

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Práctica en Español para Maestros. (N = 6)

December 7, 1998

Area Evaluated	1	2	3	4	5	No Response
I. Content and Instruction						
1. Were objectives clearly stated.				33%	67%	
2. Were in agreement with the stated objectives.				33%	67%	
3. Were stimulating.				33%	67%	
4. Were at appropriate levels.				50%	50%	
5. Were appropriately paced.				33%	67%	
6. Indicated thoughtful planning.				33%	67%	
7. Were effectively organized.				33%	67%	
8. Were applicable to your work setting.				33%	67%	
II. Instructor						
9. Was knowledgeable.				33%	67%	
10. Used effective techniques.				33%	67%	
11. Encouraged exchange of ideas.				33%	67%	
III. Environment						
12. Facilities were adequate.				33%	67%	
13. Time was appropriate.				33%	67%	

APPENDIX C.29

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.

Práctica en Español para Maestros (N = 4)
February 1, 1999

Area Evaluated	1	2	3	4	No Response
I. Content and Instruction					
1. The objectives of the training were clear.				100%	
2. The training content matched the objectives.				100%	
3. The environment was conducive to learning.			25%	75%	
II. Instructor					
4. The instructor was organized.				100%	
5. The instructor was knowledgeable.				100%	
6. The instructor used effective training techniques.				100%	
III. Application					
7. The training is applicable to my work.				75%	25%
8. The length of the session was sufficient to cover coursework.				75%	25%
9. I would like follow-up training to support my new skills.				75%	25%
IV. Implementation					
10. I have begun to implement this training into my classroom/worksite.			50%	25%	25%
11. My teaching/worksite skills improved because of this training.			25%	50%	25%
12. The training has had a positive impact on my classroom/worksite.			25%	50%	25%
13. I would like ongoing training to support my new skills.			25%	50%	25%

APPENDIX C.30

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.

ESL ExCET Review Examination for the Certification of Educators in Texas) (N = 13)
April 10, 1999

Area Evaluated	1	2	3	4	No Response
I. Content and Instruction					
1. The objectives of the training were clear.			23%	77%	
2. The training content matched the objectives.			23%	77%	
3. The environment was conducive to learning.			31%	69%	
II. Instructor					
4. The instructor was organized.			15%	85%	
5. The instructor was knowledgeable.			15%	85%	
6. The instructor usedeffective training techniques.			23%	77%	
III. Application					
7. The training is applicable to my work.			15%	85%	
8. The length of the session was sufficient to cover coursework.			46%	54%	
9. I would like followup training to support my new skills.	8%	15%	23%	46%	8%
IV. Implementation					
10. I have begun to implement this training into my classroom/worksite.			38%	23%	38%
11. My teaching/worksite skills improved because of this training			31%	23%	46%
12. The training has hd a positive impact on my classroom worksite			31%	23%	46%
13. I would like ongoig training to support my new skills.			31%	15%	54%

APPENDIX C.31

Alternate Language Program / Bilingual / ESL Professional Development

Austin Independent School District

The value ascribed to the rating is:
1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree.

Bilingual Education ExCET Review (Examination for the Certification of Educators in Texas) (N = 7) April 10, 1999

Area Evaluated	1	2	3	4	No Response
I. Content and Instruction					
1. The objectives of the training were clear.			14%	86%	
2. The training content matched the objectives.			14%	86%	
3. The environment was conducive to learning.			14%	86%	
II. Instructor					
4. The instructor was organized.			14%	86%	
5. The instructor was knowledgeable.				100%	
6. The instructor used effective training techniques.			29%	71%	
III. Application					
7. The training is applicable to my work.			29%	57%	14%
8. The length of the session was sufficient to cover coursework.			29%	42%	29%
9. I would like follow-up training to support my new skills.	14%	14%	14%	29%	29%
IV. Implementation					
10. I have begun to implement this training into my classroom/worksite.				14%	
11. My teaching/worksite skills improved because of this training.				14%	
12. The training has had a positive impact on my classroom/worksite.				14%	
13. I would like ongoing training to support my new skills.				14%	

Austin Independent School District

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